DOCUMENT RESUME

ED 088 573 PS 007 042

AUTHOR Jones, Juanita; And Others
TITLE Adding Needed Development.
INSTITUTION Tulsa Public Schools, Okla.
PUB DATE May 73
NOTE 81p.; A supplement to "Handbook of Pupil Experiences" (ED 056 439) to help the high risk child during their early school days
AVAILABLE FROM Education Service Center, Internal Audit, 3027 S. New Haven, Tulsa, OK 74114 ($2.50)

EDRS PRICE MF-$0.75 HC-$4.20
DESCRIPTORS Auditory Discrimination; Emotional Development; *Language Development; *Learning Disabilities; Motor Development; *Preschool Children; *Preschool Curriculum; Sensory Training; *Special Education; Visual Discrimination

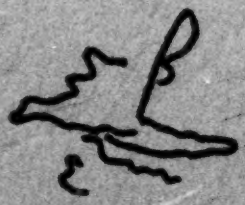
ABSTRACT

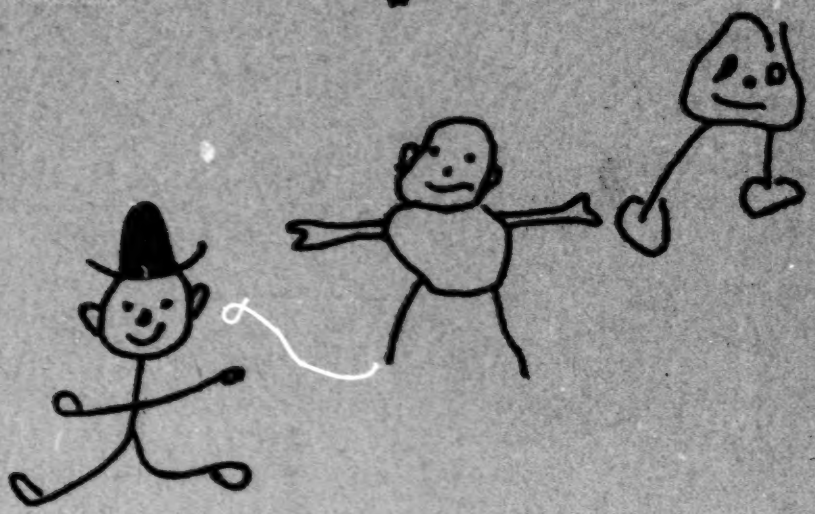
This handbook, written in a conversational tone, is to help the teacher of very young children work effectively with the child who evidences a high risk for a learning disability. Based upon the theories of child development of Gesell, Piaget, and Kephart, this manual attempts to provide prescriptive activities for specific learning problems in the following areas: affective domain, body image, gross motor, fine motor, visual, auditory, and language development. Testing sequences are placed at the beginning of each developmental area delineating diagnosis and prescription for each of the areas. (CS)

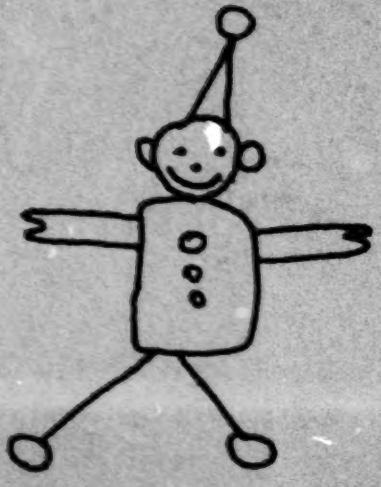
ED 088573

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Adding Needed Development







PS 007042

ED 088573

Adding Needed Development

(A supplement to the Handbook of Pupil Experiences to help the high risk child during their early school days).

Juanita Jones

Julia Ratliff

Helen Turner

Copyright 1973

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Juanita Jones, Julia Ratliff, Helen Turner

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

TULSA PUBLIC SCHOOLS

TULSA, OKLAHOMA

MAY, 1973

CONTENTS

FORWARD	1
AN INTRODUCTION TO JOE	1
INTRODUCTION TO THE PROBLEM	4
Etiology	4
Areas for Development	5
HOW DOES THE CHILD FEEL ABOUT SCHOOL	7
GROSS MOTOR AND BODY IMAGE DEVELOPMENT	8
Flow Chart for Diagnosis	8
School Room - motor activities	9
Sequence of Development	10
Diagnosis	11
Gross Motor Obstacle Course	13
Materials	19
VISUAL MOTOR DEVELOPMENT	20
Flow chart for diagnosis	20
School room - visual and visual-motor activities	21
Early Childhood toys - their relation to visual and visual motor skills	22
Diagnosis	23
Sequence of Development	23
Visual motor activities	24
Materials	28
VISUAL DEVELOPMENT	29
Flow chart for diagnosis	29
Sequence of Development	30
Diagnosis	30
Visual perceptual activities	31
AUDITORY DEVELOPMENT	39
Flow chart for diagnosis	39
Schoolroom - auditory activities	40
Diagnosis	41
Sequence of Development	44
Auditory Perceptual Activities	45
Phonemenes and key words	48
Materials	52

LANGUAGE DEVELOPMENT 53

Flow chart for diagnosis 53
Schoolroom - language activities 54
Diagnosis 55
Language level and skills continuum 56
Sequence of Development 57
Rings for adjectives and nouns 59
Language format 60
Spatial prepositions 63
Verbs and adverbs 64
Pronouns and possessives 65
Syntax and inflexions - - Echoing 66
Materials 68

JOE - - REPRISE WITH VARIATIONS 69

Joe's profile 69
Joe's day after diagnosis 72

FOREWORD

This handbook has been written to help the teacher of very young children work effectively with the child who evidences a high risk for a learning disability. It is written in a conversational tone, including technical points only when considered absolutely necessary.

In order to gain a more complete understanding of the child this book is written for, read the following three books:

The Other Child, Richard S. Lewis and Laura E. Lehtinen, New York, 1960.
The Slow Learner in the Classroom, Newell C. Kephart, Columbus, 1960.
Handbook of Pupil Experiences, Juanita Jones, Julia Ratliff and Helen Turner, Tulsa, 1971.

These three books should give you an overall picture of the problems faced by the other child. A bibliography is included in each book directing you to other sources in the field of learning problems.

Now let us introduce you to Joe, a teacher's despair and delight, the Compleat* Other child.

*Perfect example of type, i.e. Izaak Walton's The Compleat Angler.

AN INTRODUCTION TO JOE

This book is written for the five-year-old child, a special five who needs the help of a sensitive teacher to become a happy successful six year old. This special child needs help in order to enjoy the experiences and learnings of his potential golden year.

This child is five but not really five. He is able and then not able. He is completely secure and then completely insecure. He is quick and slow. He is withdrawn and spontaneous. He is charming and horrible. He is disarming, distractible, wearily active, clumsy and unpredictable. He is a boy, four out of five times and there he is in your school room, a little garden of paradoxes.

During flag salute he practices ear wiggling. During early morning discussion he listens to the heater turn on and off. As work time begins he slowly turns off the interesting heater and asks where he is supposed to go. He starts away and then comes back to ask again. He heads toward the easel as his teacher prays. He prints his name oJ on his paper and begins to paint, one scribble of black and he begins to watch the blocks. The towers get higher and higher. The paint comes up again thicker and thicker. It dribbles, gushes and flows on the floor. Black paint is now all over the paper, the easel, the floor and Joe's shoes. Chaos -- Joe's paint shirt is removed and Joe is removed for fifty minutes of thinking time in a quiet spot. This is fine. Joe wiggles when pressures make it necessary and examines raindrops, house plants, shiny noses, treetops, girls, boys, runs in stockings, golden teeth, freckles, as they happen to catch his eye.

Work time is over. Joe returns. Joe, this is the fourth time I've called you. Back to the group for quiet time. Everyone quiet. Joe has already been quiet, his best kind of quiet with a little wiggle now and then. The quiet time music starts. Joe sees a piece of fuzz on Sue's blue jeans. He picks it off. "Joe hit me". Quiet time is destroyed. When will Joe ever learn. During rhythm time Joe, at various times, trips over Patsy, Sue, Mary Ellen, Joseph and Alfred. He falls once and begins performing the clown. Again removal for the sake of the rest of the class. Again delirious wiggle meanderings.

Joe, this is the fifth time I've called you, it's story time. First poems together -- Great, thinks Joe.

"Belinda lived in a
little white house . . . ."

"Custard the Dragon" by Ogden Nash

Joe was with the class all the way. He loved to listen to and say those lovely words.

Story time -- High point of Joe's day. Today we will hear about -- Joe was enraptured. He loved stories. One ankle itched. He got it into position to scratch it and kicked Lucy. Lucy screamed. Joe is removed, this time to the closet so he couldn't hear the story.

He returns and is dismissed, raincoat on, rain hat on, tall black boots on -- ten minutes of a happy kindergarten morning have been happy for him. He missed a beautiful story he may never get to hear.

More important these hours have not been useful and Joe needs a school that is useful. As you read the story again, notice his:

Poor motor development - clumsiness ○

Poor visual motor development +

Distractibility □

Hyperactivity △

Auditory figure ground problem ▬

Difficulty in attending ◇

High development in language ⬭

During flag salute he practices ear wiggling. ◇ During early morning discussion he listens to the heater turn on and off. ▬ As work time begins he slowly turns off the interesting heater and asks where he is supposed to go. ◇ He starts away and then comes back to ask again. He heads toward the easel as his teacher prays. ◇ He prints his name oJ○ on his paper and begins to paint, one scribble of black + and he begins to watch the blocks. □ The towers get higher and higher. The paint comes up again thicker and thicker. It dribbles, gushes and flows on the floor. □ Black paint is now all over the paper, the easel, the floor and Joe's shoes. Chaos -- Joe's paint shirt is removed and Joe is removed for fifty minutes of thinking time in a quiet spot. This is fine. Joe wiggles △ when pressures make it necessary and examines raindrops, house plants, shiny noses, treetops, girls, boys, runs in stockings, golden teeth, freckles, as they happen to catch his eye. □

Work time is over. Joe returns. <u>Joe, this is the fourth time I've called you.</u> ◇ Back to the group for quiet time. Everyone quiet. Joe has already been quiet, his best kind of quiet with a little wiggle □ now and then. The quiet time music starts. Joe sees a piece of fuzz on Sue's blue jeans. □ He picks it off. ○ "Joe hit me." Quiet time is destroyed. When will Joe ever learn. During rhythm time Joe, at various times, trips over Patsy, Sue, Mary Ellen, Joseph, and Alfred. ○ He falls once and begins performing the clown. ○ Again removal for the sake of the rest of the class. Again delirious wiggle meanderings. △

Joe, this is the fifth time I've called you, it's story time. First poems together -- Great, thinks Joe.

"Belinda lived in a
little white house . . . ."

Joe was with the class all the way. He loved to listen to and say those lovely words.

Storytime -- High point of Joe's day. Today we will hear about -- Joe was enraptured. He loved stories. One ankle itched. He got it into position to scratch it and kicked Lucy. Lucy screamed. Joe is removed, this time to the closet so he couldn't hear the story.

He returns and is dismissed, raincoat on, rain hat on, tall black boots on -- ten minutes of a happy kindergarten morning have been happy for him. He missed a beautiful story he may never get to hear.

You can learn to help Joe, you can specifically diagnose and prescribe for our "other" children, you can arrange Joe's day to make every minute happy and useful.

This book will look at child development, demonstrate what can go wrong, demonstrate the tools you can use to find out what can go wrong and demonstrate procedures to help with developmental problems.

Everything Joe's teacher did which did not work for Joe has been done by others. Even the authors of this book admit to failures when attempting to successfully teach the other child. The problems and the teacher's day have been emphasized for effect. If you see yourself, good. Problems are on the way to solution when they are recognized.

INTRODUCTION TO THE PROBLEM

The materials to diagnose specific learning problems are available. Years of work by researchers in the development of children have made the recognition of problems possible, Arnold Gesell, Jean Piaget and Newell Kephart have all observed children in natural and clinical environments to develop theories of child development. Gesell states that "The first five years of life are largely concerned with the elaboration of native reactions into a large variety of gross and fine motor skills".[1] Piaget's observations led him to assign the years from birth to two as". . . the period of sensory-motor intelligence".[2] Kephart states that "The early motor or muscular responses of the child, which are the earliest behavioral responses of the human organism, represent the beginnings of a long process of development and learning".[3]

They perhaps may disagree in some particulars, but most generally agree on a sequence of development beginning with a sensory motor base, and that motor experi mentation is a foundation upon which other knowledge is built. This sensory motor base and its place in the development of a capable learner is delineated in depth in the Handbook of Pupil Experiences published by the Tulsa Public Schools.

Something went wrong with Joe. Unless the area of trouble is found and an environment is planned to develop the child's deficits using his areas of strength, he will probably not achieve his potential.

These factors tend to occur more often than average among children who find it difficult to learn and could point to causes:

1. Another learning disabled child within the immediate family - parent, grandparent or sibling.

2. Prenatal, natal or post natal disease or trauma.

3. Severe illness such as encephalitis or meningitis.

---

[1] Arnold Gesell, The First Five Years of Life, New York, 1940, p. 65.
[2] John H. Flavell, The Developmental Psychology of Jean Piaget, Princeton, 1963, p. 86.
[3] Newell C. Kephart, The Slow Learner in the Classroom, Columbus, 1960, p. 5.

4. Adopted or foster child.

5. Convulsions - high temperature.

6. A severe blow to the head.

7. Severe sensory deprivation.

8. A gap in the developmental sequence.

Cause though is not as important as a diagnosis of the problem with a prescription for cure. The problem can usually be found by looking carefully at one or more of the following areas:

1. Health. Is he healthy, temperate and calm within five-year-old norms?

2. Affect. Is he distractible, disturbing or disturbed?

3. Body Image. Does he recognize his body parts and does he reproduce them with average detail?

4. Gross Motor. Does he handle large movement as a child his age could be expected to?

5. Fine Motor. Does he handle fine hand and finger movement and copying skills as a child his age would be expected to?

6. Visual. Can he match by shape, size, color, position in space and position of page? Is his visual acuity adequate?

7. Auditory. Can he hear and reproduce all sounds and words? Can he remember and discriminate sounds and words? Is his auditory acuity adequate?

8. Language. Can the child receive, integrate and express language adequately for a child his age? Can he think through simple analogies, simple story number problems, sequencing and simple cause and effect situations?

PS 002042

Included in the Handbook of Pupil Experiences is an activity inventory developed at the University of Missouri. On a check sheet the teacher can estimate the child's place in the developmental sequence, whether his progress is slow and consistent, rapid and consistent, or widely scattered.

Children like Joe are usually scattered up and down in their abilities. In fact, they might be referred to as scatter children. Rapid development in one area, slow in another, with many gaps would be a typical profile of the child who may have learning problems.

Testing sequences are placed at the beginning of each developmental area delineated setting up diagnosis and prescription for each of the areas. As nearly as possible each chapter will follow the same format to expedite use of the handbook.

Look at the example of a kindergarten room at the beginning of each chapter. It's not much different than any other. It will be the handling of behavior and workshop time for children like Joe, which will differentiate it from others.

HOW DOES THE CHILD FEEL ABOUT SCHOOL?

This is the most difficult problem of all to pinpoint as a cause for learning problems. It is the classic problem of chicken and egg -- which came first? In earlier years the diagnosis of learning problems in intelligent children often ended with the label "emotionally disturbed". This carried with it all the guilt and frustration the label implies and the blame often fell on the parents of these children.

Emotional problems can exist because of poor environment, but often they exist because of developmental or organic problems. After a time of frustration and failure caused by these problems, emotional problems can be so ingrained that a prescription for remediation of emotional problems, which have been compounded by failure, must precede the prescription for the organic or developmental difficulties before any referral is made for emotional difficulties.

However you can make arrangements to reinforce the mental health of each child in the classroom by arranging the class to their advantage. Even intuitively you know when specific children can shine. For example, don't send a child like Joe away during the happy verbal part of his day. During story time place him where his feet and hands cannot possibly bother another child by accident.

Cup chins and look directly into eyes to help the poor attenders to attend to their tasks. Find quiet places for the distractible to work.

Offer minutes one to one during work period for trouble spots. Extend this one to one by using paraprofessionals, volunteers and student aids.

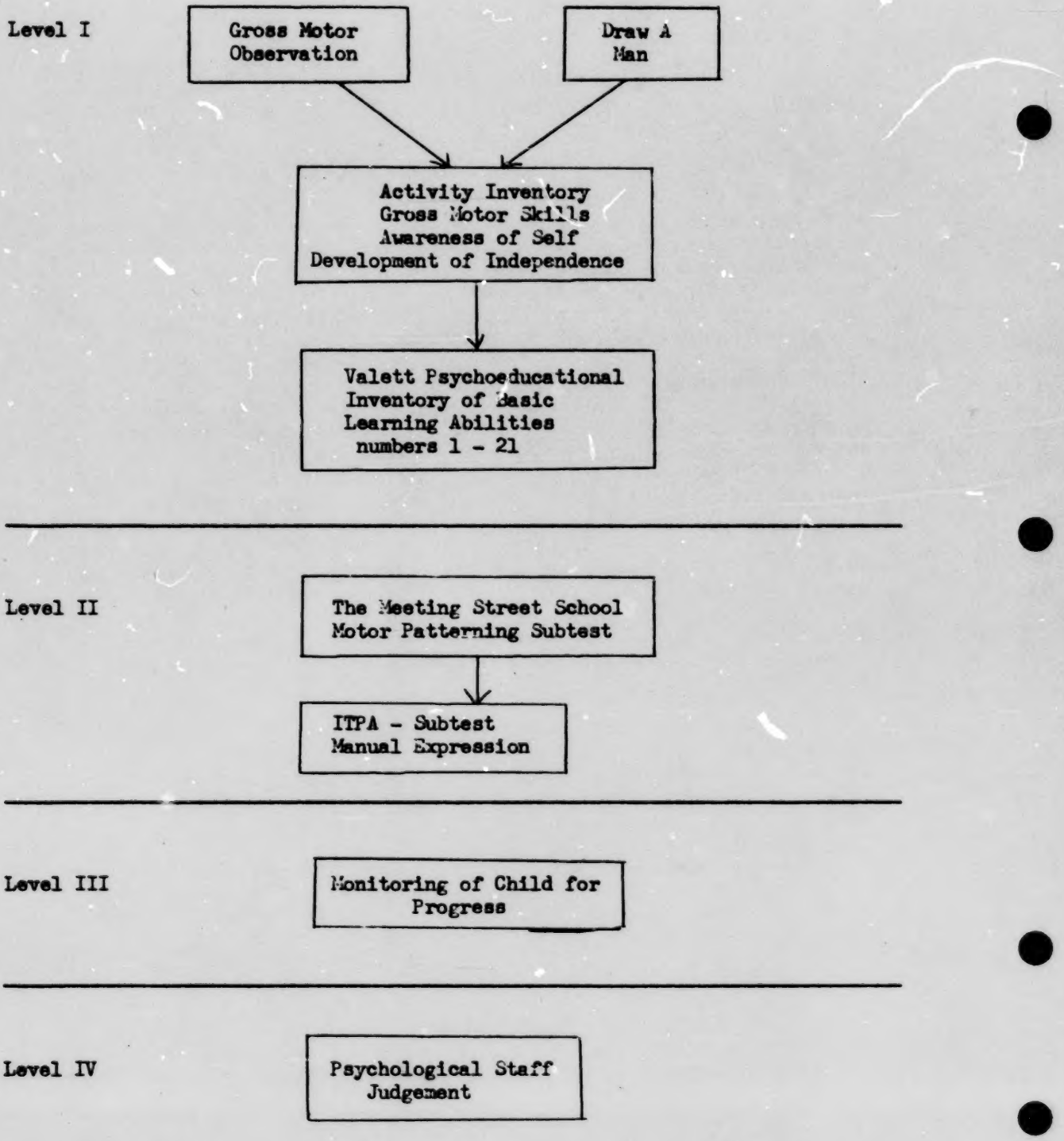
Forgive when he can't achieve and praise lavishly when he can. Everyone makes mistakes and it's O.K. for that is one way we learn. Reward good behavior and ignore poor behavior. When poor behavior cannot be ignored, correct him quietly and close, never loudly and far away.

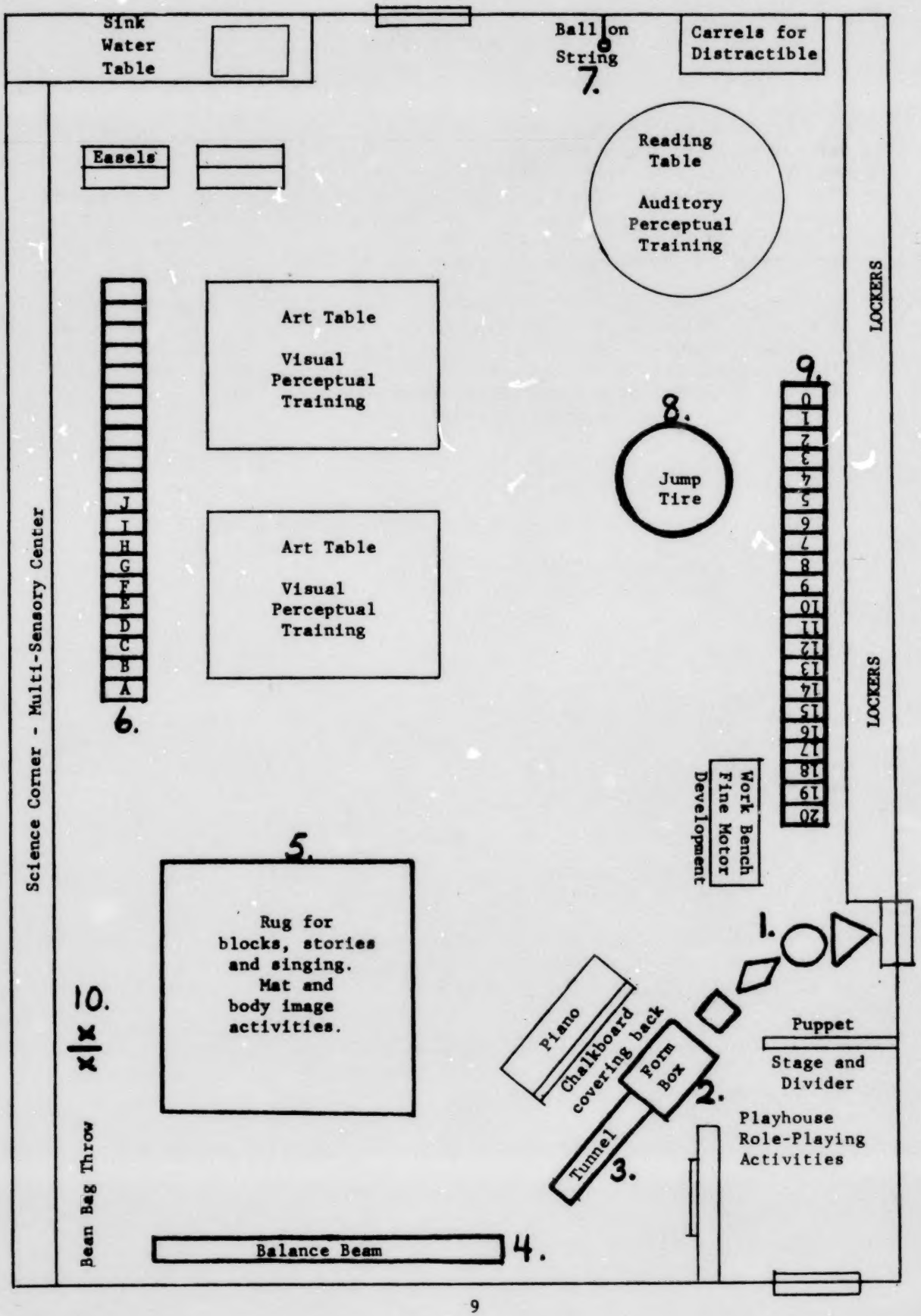
Remember, the only part of this precious five-year-old's life you can control is two hours and forty-five minutes out of twenty-four. These hours must be happy. They must be useful. They must be successful, because success is the greatest behavior modifier.

Affect materials which can be used:

American Guidance Service Kit
"Developing Understanding of Self and Others"
Playhouse, for role playing and puppet stage

FLOW CHART
KINDERGARTEN EVALUATION
GROSS MOTOR
BODY IMAGE




Sink
Water
Table
Balloon
String
7.
Carrels for
Distractible
Easels
Reading
Table
Auditory
Perceptual
Training
LOCKERS
Art Table
Visual
Perceptual
Training
9.
8.
Jump
Tire
Art Table
Visual
Perceptual
Training
J
I
H
G
F
E
D
C
B
A
6.
Science Corner - Multi-Sensory Center
Work Bench
Fine Motor
Development
LOCKERS
5.
Rug for
blocks, stories
and singing.
Mat and
body image
activities.
1.
10.
Piano
Chalkboard
covering back
Form
Box
2.
Puppet
Stage and
Divider
Tunnel
3.
Playhouse
Role-Playing
Activities
Bean Bag Throw
Balance Beam
4.

GROSS MOTOR DEVELOPMENT
BODY IMAGE

First we want to discover how well our five year old sees himself and how well he handles the gross movement of his body in comparison to the average five year old. This will enable us to steer the child deficient in these areas toward activities which will enhance his development. Those children who have trouble learning also tend to find gross motor skills difficult and take longer than average to see themselves as a unit composed of two arms, two legs, a body and a head.

You want to know those children who need extra developmental help. Look at the following abbreviated sequences which suggest the development in these areas which should have taken place during those years before kindergarten and which are expected during this kindergarten year. This list was adapted from the Activity Inventory at the front of the chapter and from The Dimensions in Early Learning Series.

GROSS MOTOR SKILLS	BODY IMAGE AND AWARENESS OF SELF	
Sits	Only parallel play	2 Yrs.
Stands	Points to own nose, hands,	
Walks	eyes, ears, arms, legs,	
Steps over obstacles	head, hair	2½ Yrs.
Runs	Begins own activities	3 Yrs.
Kicks	Begins associative play	3½ Yrs.
Jumps	Names body parts - nose,	
Ducks under obstacles	eyes, hands, feet, ears	3½ Yrs.
Walks stairs	Begins cooperative play	4 Yrs.
Alternate feet	Knows back and front	4 Yrs.
Balances on one foot	Can attempt competitive play	5 Yrs.
Count of 10	Knows left from right	5 Yrs.
Walks balance beam		
Gallops		
Hops		
Skips		

If the child cannot handle the skills and abilities suggested on this list, he needs a classroom arranged to help him.

Diagnosis should begin as the year begins. As you begin the exciting and unforgettable first days of school following the suggestions provided in Kindergarten An Intuitive Approach, you also begin your global evaluation in these areas.

As a regular first work period assignment during the first weeks begin to collect pictures of a person drawn by each child. Perhaps six children per day can complete their person during this work time.

Follow this procedure:

1. Use 8" x 10" paper and place child's name, chronological age, and date - month, day and year.

2. Give the child a lead pencil.

3. Put paper in front of child in a vertical position.

4. Direct the children to "Draw someone, anyone you wish. Draw only one person". Repeat until understood.

5. Accept any product the child says is finished.

6. Give him all the time he needs.

Using the Evanston Early Identification Scale you can quite adequately identify those children who must have body image training. The scoring procedure specifically identifies the high risk, the average risk and the low risk child.

These groupings were highly reliable. Only one of ninety-eight times did the scoring identify a high risk child who did not in truth turn out to be a child with definite learning problems. Seven children who were not identified high risk because of the amount of detail shown in their drawings and who did evidence learning problems, were in some other way atypical. Of the seven, four drew figures of the opposite sex. One drew sexual organs and additional appendages. Two were well above the cut-off age of six years and three months.[1]

Use the scoring suggested in the Evanston manual. It is explicit, accumulating negative points for the absence of body parts which should be expected at kindergarten age. Those children with scores of eight or more must have specific classroom work to develop body image and close supervision in case clinical help may later be necessary.

Children with scores of five to seven need regular classroom help in developing body image, fun classroom learning games such as Thumbelina, Heads and Shoulders, Follow the Leader and Teddy Bear, Teddy Bear.

Children with scores lower than five can be assumed to have a good view of themselves and their body. They can take part in classroom body concept work just for the joy of rhyme or song or story or whatever skill is involved in a particular lesson.

---

[1]Myril Landsman and Harry Dillard, Evanston Early Identification Scale, Chicago, 1967.

Also during this first week of school, the Gross Motor Observations can be administered informally to a few children at a time, perhaps during a short recess each day under some playground shade. Use the observation at the beginning of this chapter. Bring out a balance beam ten feet long. Then estimate a space which should be about seven five-year-old hops and use that distance to judge the child's performance.

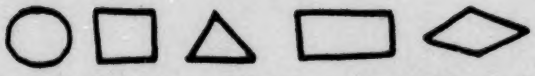
Ask the questions just as they appear. Do not tell the child which foot to hop on. Let him choose the foot and then write L or R in the space to help give you an indication of his preferred foot. When judging performance on the balance beam, give one score for his times off and a second score for his general performance. (Refer to Handbook of Pupil Experiences.) When the child's score is evaluated look very carefully at the various subtests scores. Can he hop on both feet? Can he hop on only one foot? Can he jump? Can he skip? Can he walk on the balance beam both ways or just one way, only backward or only forward? If the child is unable to do any of these activities, help teach him. Give all the support needed physically and mentally when teaching. Look in the Handbook of Pupil Experiences for a skip progression, a balance progression and a balance beam progression. Remember, a child should be able to jump before he can hop and to hop before he can skip, although you will find exceptions to this.

Look at the overall score. If it is one year or more below the chronological age of the child, then set up an obstacle course for him. All the children who evidence a deficit in this area will begin daily, early morning motor activities along this obstacle course.

As the child begins the daily activities of this course, check the two Activity Inventory Sheets at the beginning of this chapter. Only those children whose body image is low and whose score on the Gross Motor Observation is low should be checked on this inventory. With the information found there, very specific skills can be taught as a motor base and body image are being developed.

Look again at the kindergarten room plan. The obstacle course is an integral part of the classroom scene available to all children for general development and to the child with motor problems for specific consistent bridging of the gaps.

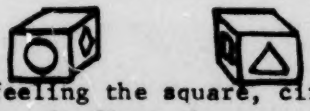
The child who is generally low overall in his motor development needs daily help and this obstacle course is an ideal way to provide it. The happy, free, relaxed atmosphere of the kindergarten room is retained. All children can enjoy the obstacle course. The Joes and Sallys and Jims who need development will follow the course from start to finish every morning.



2' sides - 3' diameter

1. Painted shapes on floor - perception of form, pre-reading.
   The child stands in, on, outside, and walks around the shapes.

2. Form box - pre-reading, body image.



20" diameter
20" widest part

The children have fun with the form box, feeling the square, circle, triangle and diamond as they crawl through. At first they can just march over the shapes toward the form box and through the form box. Then they can begin to name them as they march around each one. "I am walking around the circle. I am going into the circle." Let them just play with these activities before they begin to attach the language to the motor. When they are ready, begin to vary the following activities:

a. Match the painted shapes and the form box shapes.

b. Walk around circle, into circle, out of square, around square, around diamond, into diamond, out of triangle, around triangle.

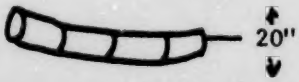
c. Cut out black shapes. Thumbtack shapes left to right on wall for the child to "read" and follow directions, first

on the floor and then

through the form box. The order can be changed from morning to morning.

d. Vary the directions, using both verbal, visual, and motor. When giving motor directions, do the sequence as a leader and allow children to follow.

3. Tunnel - body image, measurement.



The children will use the tunnel to get some idea of their size and the area it requires to contain them. As they play with the tunnel, you can ask the following kind of questions:

a. How many crawls does it take to get through the tunnel?

b. Lay down and find out how many (child's name) will fit in the tunnel.

c. (child's name) go to the end of the tunnel, squat, and grab your knees with your arms. (child's name) do the same. Continue until the tunnel is filled with children and then count them.

d. Crawl backward through the tunnel.

4. Balance beam - balance, laterality, directionality.

12' long
8" high

Let the children just travel across the board, back and forth enjoying themselves. The only restriction you should place on

them is to slow them enough that laterality, left and right, and directionality, forward and backward, begins to be internalized. At first do not use the words left and right. Instead, motorically direct the child to hold up certain hands, like following the leader. Be certain the child is relaxed.

Vary the following ways of walking across the beam. Don't try for any kind of sequence. You are aiming toward improvement through consistent planned fun.

The child can try:

a. Walking normally forward and backward.

b. Walking heel and toe forward.

c. Walking toe and heel backward.

d. Walking toe and heel forward.

e. Walking heel and toe backward.

f. Walking one foot forward, pulling the other foot up to it each time (first left then right).

g. Walking sideways putting one foot forward and pulling the other foot up to meet it (first turn left then right).

h. Walking sideways first foot in front of foot and then foot behind foot.

At first the child may need to watch his feet. He may need you or another child to spot him, touch him to help with balance. As the year progresses encourage the child to look away from his feet and finally give him a particular point to watch as he walks; for example, a big red heart, a black circle, an orange sun or a blue tulip.

Vary the balance in unusual ways as you begin to talk about left, right, middle, forward and backward. At first remember all directions have been motoric or physical instead of verbal. Vary the directions using spatial words over and over. Anytime the child cannot remember a spatial term, help him. (List of spatial terms in language chapter.)

Balance can be changed. Laterality and directionality can be enhanced by using the following variations while the children walk the balance beam:

a. Use big beanbags in right hand, left hand, both hands, extended or on head.

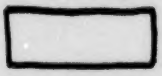
b. Use a teapot full of sand and fill a teacup while walking.

c. Play with a ball, toss up and down, back and forth to a partner while walking.

d. String beads while walking.

e. Describe a picture on the wall while walking.

f. Say a nursery rhyme while walking.



Rug with pad

5. Mat activities - body image, laterality, directionality.

Use the rug as a place to roll and tumble and to work on left and right, up and down, without worrying about balance. The child will begin learning to do simple rolling activities. Each time the child should start at one end of the rug and roll to the other and come back crossways on rug.

a. Log roll with hands at sides.

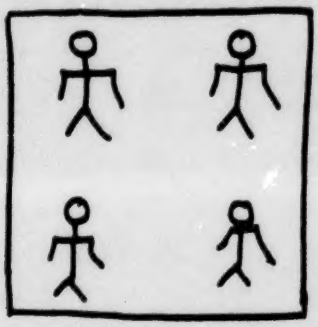
b. Extended arm log roll.

c. Egg roll with knees against chest and arms around knees.

d. Forward roll head cupped under, hands help balance, knees push child over.

e. Sponge ball roll, log roll with a sponge ball gripped between the knees.

Demonstrate each of these rolls until the child knows them. After the child has done one or more of these rolls each day, he begins his body image activities on the floor. Four should be able to lay on the rug at a time.



Start the children following your motoric directions. Stand so that all children can see clearly. You may need to touch them so they know what to move. After you have done this for awhile, begin pointing to the arm or leg you want the child to move. Then begin giving verbal directions. It is here that the child begins to attach words to actions.

Ask the child to:

a. Lift your head.

b. Turn your head to left - right.

c. Move left or right or both arms to the side.

d. Lift left or right or both arms to the sky.

e. Move left or right or both arms to the side.

f. Lift left or right or both legs to the sky.

g. Move left leg and left arm, right leg and right arm to the side.

h. Lift left leg to left arm, right leg and right arm to the sky.

i. Move left arm and right leg or right arm and left leg to the side.

j. Lift left arm and right leg or right arm and left leg to the side.

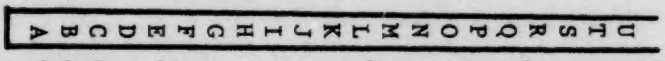
k. Move both arms and legs to the side.

l. Lift both arms and legs to the sky.

m. Touch your head, nose, mouth, etc.

n. Touch your left - right knee, foot, eye, etc.

o. Touch both feet, elbows, etc.



6. The alphabet line - pre-reading, visual perception, sequence.

Use the alphabet line for unpressured reinforcement of the alphabet names and shapes. Never use it for testing but only for pleasant exposure. Always help the child if he doesn't know.

He can do the following activities varying them from day to day:

a. Sing alphabet song and walk the line.

b. Match alphabet shapes.

c. Find letters in name.

d. Find letter with a circle, triangle, line, or hump.

7. The ball on a string crossing of midline -

eye-hand coordination - visual tracking.

Let the child use his hands to bat the ball back and forth first using one hand and then another. Encourage him to watch the ball as it swings to help him solve the temporal (time) problem involved.

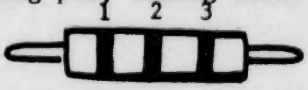
Raise or lower the ball and let the child hit with his elbow, hips, shoulder, or kick it softly. Constantly remind him that he is working on skill, not strength - not how hard he can hit but how accurately.

Some variations which can be used from day to day are as follows:

a. Hit the ball from child to child.

b. Hit the ball with left or right hand on direction.

c. Use a rolling pin, taking turns using the different colored lines.



1 - Green
2 - Yellow
3 - Red

d. Use a small plastic bat counting consecutive hits.

e. Use a ping pong paddle.

8. Jump tire - body image, position in space, laterality, balance, one to one correspondence, language sequencing, number and alphabet sequence.

The jump tire has been chosen for the kindergarten room because it is much quieter than a jumpboard. However, the plans for both are below:

8' long - 1' wide
Jumpboard
3/4" plywood
Ends 5" high, 2" thick, 12" wide
Cover with carpet

Bouncing Tube
36" diam. and 11½" high

Use this activity in much the way you use the balance beam to develop balance and laterality, varying balance and constantly referring to left and right.

Also be aware of the rhythmic nature of the counting concept and language sequencing. It is in fact a motor base for one to one correspondence. This rhythm is a part of many kindergarten activities such as singing, marching, dancing, skipping, rhyming.

So as you use the jumping tire, think of it as your sequence reinforces in both numbers and alphabet. When the child gets on and begins to jump, he can be directed to:

a. Count to 10 or 20 or 5 etc.

b. Count from 2 to 5 or 7 to 10 or 8 to 11 etc.

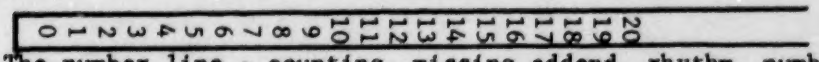
c. Say the alphabet one letter for each jump.

d. Start with A and go to C then stop and jump off, B to L, M to Z, etc.

e. Say the days of the week with me, starting with Sunday, or Tuesday, or Wednesday, etc.

f. Jump while I say the months of the year.

g. Clap while you jump.



9. The number line - counting, missing addend, rhythm, number sequence.

Use the number line in much the same way you use the alphabet line. Always use it for pleasant exposure, always in a pressureless atmosphere.

The following activities can be varied from day to day:

a. Travel the line counting from 0 - walk, march, tiptoe, etc.

b. Count from one number to another stretching the first number sssixxx - 7-8 - 9-10.

c. March - count by twos.

d. Pick out and name the numerals you know.

e. Match the numerals by shapes.

10. Use large bean bag with lines and X's on the floor for eye-hand coordination and spatial judgments. Use the list of spatial terms in the language chapter.

The kindergarten teacher can make this a weekly or choice activity for the child without problems, but it is important to keep it consistent for the child with diagnosed deficiencies. Older students can easily be trained to work with the five-year-old child directing him efficiently through body image, balance, laterality, directionality, and eye-hand coordination. Less than one hour of your time in training will extend your teaching time to literally hundreds of hours of one to one success building for the child in need of help.

Other ideas for gross motor prescriptions are found in the Handbook of Pupil Experiences in the motor development chapter.

Other ideas for body image development are found in the Handbook of Pupil Experiences in the body concept chapter.

If the child still is having trouble and his motor problem is bringing progress to a halt, you can use the Vallet Psychoeducational inventory which can pinpoint places for prescription. It provides excellent data in case further evaluation is needed at a later date. (Flow Chart levels II, III and IV.)

Gross motor materials which can be used:

- Balance Beam
- Mats
- Pathway Kit (ball on string)
- Alphabet Line
- Number Line
- Left and Right Footprints
- Jump Board
- Jump Tire
- Form Box
- Painted Shapes on Floor
- Tunnel
- Plastic Bat
- Lots of Newsprint

Kindergarten Evaluation

Visual Motor

Level I

Vane Kindergarten Test
Perceptual Motor Subtest

↓

Activity Inventory I
Fine Motor Control
Eye Motor Control

↓

Valett Psychoeducational
Inventory of Basic
Learning Abilities
numbers 32 - 36

Level II

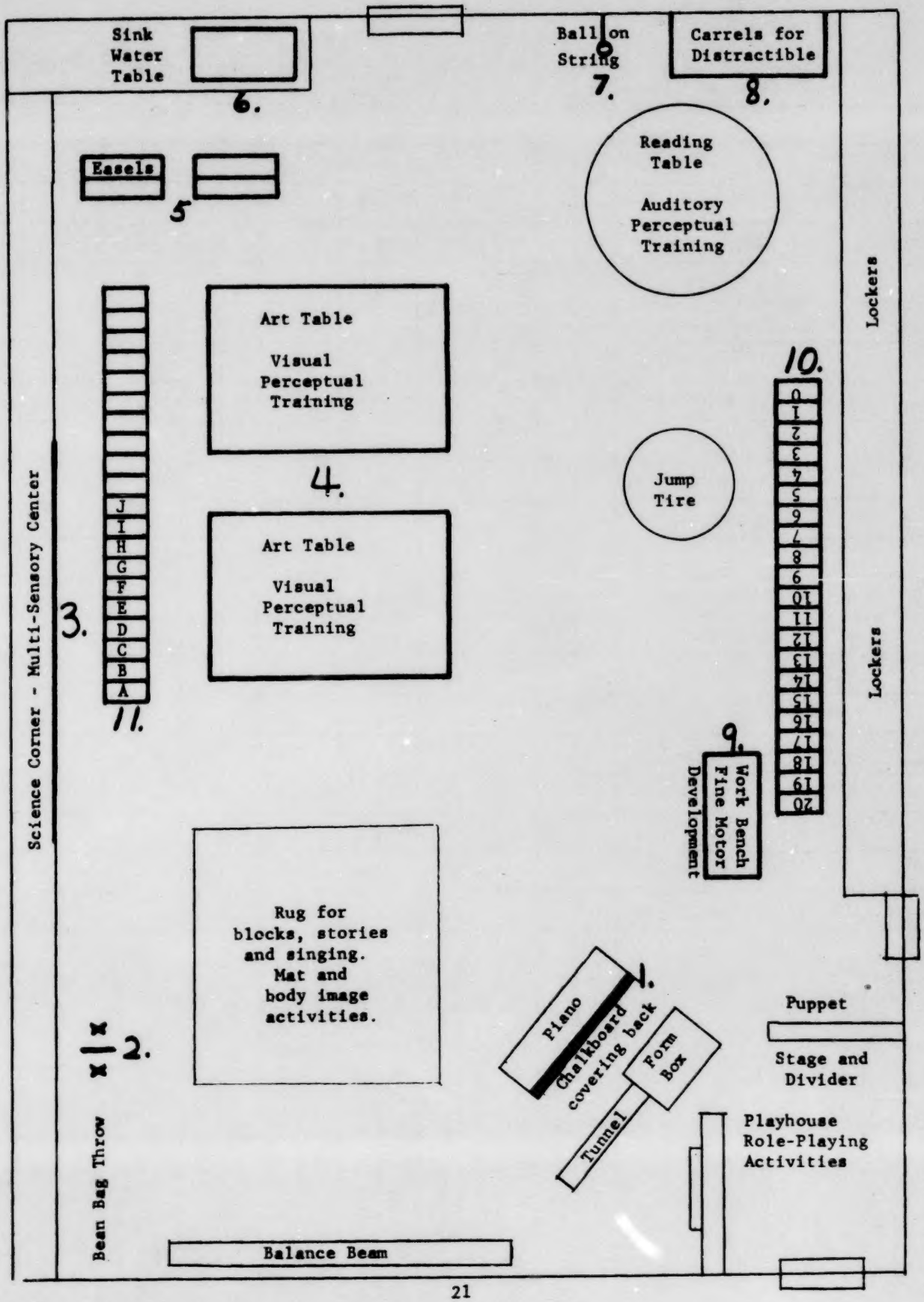
Meeting Street School Test
Visual Perceptual Motor Subtest

Level III

Monitoring the child for progress

Level IV

Psychological Staff Judgment


Sink
Water
Table
6.
Ball on
String
9.
7.
Carrels for
Distractible
8.
Reading
Table
Auditory
Perceptual
Training
Easels
5
Lockers
Art Table
Visual
Perceptual
Training
4.
10.
Jump
Tire
J
I
H
G
F
E
D
C
B
A
3.
11.
Art Table
Visual
Perceptual
Training
Science Corner - Multi-Sensory Center
9.
Work Bench
Fine Motor
Development
Lockers
Rug for
blocks, stories
and singing.
Mat and
body image
activities.
1.
Piano
Chalkboard
covering back
Form
Box
Tunnel
Puppet
Stage and
Divider
2.
Bean Bag Throw
Playhouse
Role-Playing
Activities
Balance Beam

SOME EARLY CHILDHOOD ACTIVITIES AND THEIR RELATION TO LEARNING

	Tinker Toys	Wooden Logs	Bolts and Nuts	Multifit	Beads, strings, patterns	Parquetry & patterns	Blocks and patterns	Large Blocks	Peg Boards, pegs, & patterns	Sorting	Try Task I	Snowflakes	Stencils, Templates	Cutting	Pasting	Coloring	Clay	Rig a Jigs	Puzzles, & Insert Boards	Fit a Shape	Easel Painting	Finger Painting
Eye-hand Coordination	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Seeing Design or Pattern as a Whole	X	X		X	X	X	X		X		X		X	X		X		X	X	X	X	X
Fine Muscle Development	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X		X	X	X
Establishing Handedness	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Concept of Spatial Relationships	X	X			X		X	X	X		X			X		X		X	X	X	X	X
Depth Perception	X	X		X			X				X	X			X		X					
Left-to-right Progression					X		X	X	X		X											
Organization of Approach to the Task	X	X	X	X	X		X		X	X	X	X	X		X	X	X	X	X	X	X	X
Color Discrimination & Classification	X			X	X	X	X		X	X		X				X		X	X	X	X	X
Shape Discrimination & Classification	X		X	X		X		X		X	X	X	X	X	X	X		X	X	X	X	X
Size Discrimination & Classification	X	X	X	X	X			X		X	X	X	X	X		X		X	X	X	X	X
Relation of Figure to Background	X	X		X	X	X	X	X	X		X		X			X	X	X	X		X	X
Increased Attention Span	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Control and Limitation of Perseveration					X	X	X		X	X	X	X	X			X	X	X		X	X	X
Position in Space	X	X				X	X	X	X				X	X				X	X	X		
Position on Page						X	X		X		X			X		X			X	X	X	X

How well does each particular child handle visual-fine motor tasks compared to other children his age. When we speak of testing visual motor ability we are asking "How well does the child see and then copy?" In order to judge this the kindergarten teacher should administer the perceptual motor subtest of The Vane Kindergarten Test in which the child copies three increasingly difficult shapes; first a square, next a cross, and then a hexagon. If the kindergarten child can copy a square, he reaches an average score for his age. If the child cannot copy a square successfully, allow him to try a circle. Notice that this is a three-year-old shape. If the circle is begun at the top and continues counterclockwise, the child is at a five and one-half year old skill. Another kind of attempt at drawing the circle, along with a low visual perceptual score on The Vane Kindergarten Test, would suggest that the child needs individual attention in this visual-motor area if he is ultimately to handle six- and seven-year-old tasks successfully.

Giving this test can be accomplished with dispatch. In order to extend your hands and time, the Vane Kindergarten Test can be taught to community volunteers using the school's psychological staff as teachers. These volunteers take pre-assignment training and by their testing can extend the knowledge of the individual child for the teacher. If these volunteers are not trained and available, six children at the most at a time can take the test at the direction of the teacher. A class of twenty-five children can be diagnosed during work period in two afternoons.

During another short period ask the children to draw a circle. This time though choose only those children whose low scores on The Vane Kindergarten Test warrant it. Notice on the following sequence that the circle should be a successful task before the square.

VISUAL MOTOR (eye-hand)

Grasps with thumb and finger	1 Yr.
Turns pages of book one by one	2 Yrs.
Builds eight block tower	2½ Yrs.
Strings beads	3 Yrs.
Copies simple block bridge	3 Yrs.
Cuts with scissors	3 Yrs.
Completes simple insert puzzles	3 Yrs.
Copies circle	3 Yrs.
Folds paper	4 Yrs.
Takes pencil transfers to other hand to write	4 Yrs.
Copies cross	5 Yrs.
Copies square	5 Yrs.
Takes pencil and then writes with same hand	5 Yrs.
Copies triangle	5½ Yrs.
Copies circle in counterclockwise direction	5½ Yrs.

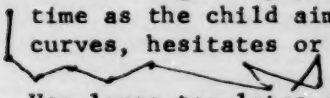
For these same children check down the Activity Inventory sheet -- the one delineating fine motor control and eye-motor control.

By this time you should know what areas need specific help and in some instances the specific help which is needed. For example, we may find out that Joe can build a block tower and string beads but he cannot cut with scissors, fold paper, tie his shoes or button his coat. With the help of his parents and the sequence charts Joe will be taught to handle these tasks even to the point of splintering them because of the necessity a child feels for knowing these abilities.

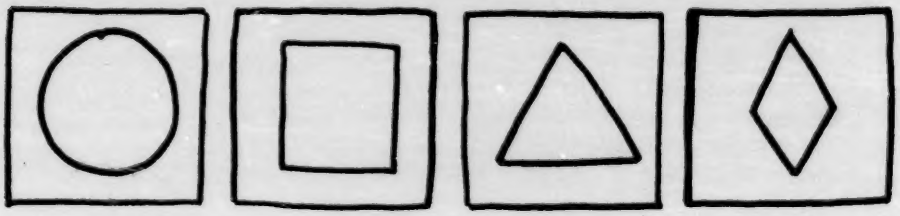
Most important though is the development of a solid visual-motor base for the children who have a low Vane visual-motor score and several gaps on the activity inventory. For them ten minutes of work period each day is to be the time to develop that base. Place a chalkboard in the room. It should stretch from his feet to his upstretched and outstretched hands, approximately 5' x 5'. In the kindergarten classroom suggested, this chalkboard is fastened to the back of the piano. Let two children who need visual-motor development work together. Use chalk in the freest possible way. Vary the following activities on the chalkboard. Watch the children, letting them move at will as they do activities 1 and 2, but encouraging the child to find the vertical midline of his body by touching his nose to the chalkline is found, keep him in the same spot as he works through the activities back and forth across this line. The following activities should be explained one at a time and then varied from day to day through the year:

1. Scribble all over the chalkboard left, right, top, bottom, watching the hand.

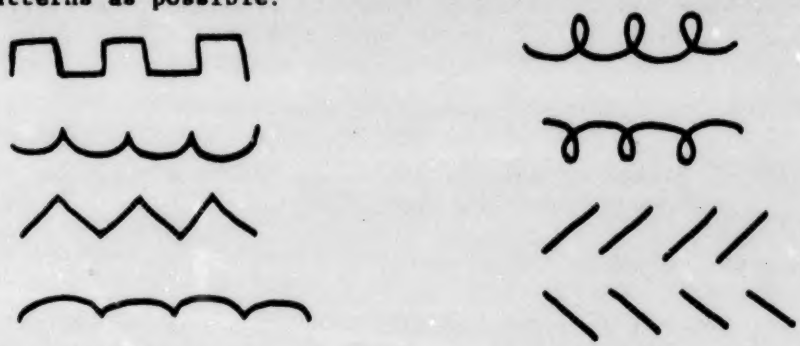
2. Dot to dot all over the chalkboard. Either teacher or fellow student begins by drawing two dots and then draws one at a time as the child aims his line segment toward it. If the line curves, hesitates or breaks, make the dots closer together.



3. Use large templates about one and one-half feet along one side or in diameter. Draw around them with chalk ten times and carefully color them in left to right. Say the name of the shape at least three times. Be certain that the template is directly in front of the child.



4. Sweep across the midline from left to right making up as many patterns as possible.



Find midline first with nose and place X on nose smudge.
Step back, begin at left, swing across midline to right.
Do not move any part of the body.

5. Play a game which helps the child learn to move successfully in and out from his midline. Make a permanent picture on the side of your large chalkboard using contact paper.

a. Opposed movement toward center

(1) Left hand placed on bluebird and right hand placed on owl, thus bluebird and owl fly to tree.

(2) The cat and squirrel climb tree.

(3) The nest and cocoon sit on trees.

(4) Peaches and apples grow on trees.

b. Opposed movement away from center

(1) Both left and right hands are placed in the center of the tree, then the hands move in opposite directions from tree. Thus the bluebird and the owl fly away from the tree.

(2) The cat and squirrel run away from the tree (left hand on cat and right hand on squirrel).

(3) The squirrel ran away from the tree (left hand on squirrel and right hand on cat).

(4) I picked an apple and a peach from the tree and walk away from the tree.

c. Center movement toward and away

(1) Left hand placed on bluebird and right hand placed on the cat, then the hands meet in the center. Thus the cat runs to the tree as the bluebird flies to the tree.

(2) The bluebird flies to the tree as the squirrel runs to the tree.

(3) The cat runs to the tree as the owl flies to the tree.

(4) The owl flies to the tree as the squirrel runs to the tree.

d. Left to right, right to left movement

(1) Both left and right hands are placed in the center of the tree. The left hand moves toward the left as the right hand moves upward. Thus, the bluebird flies away from the tree as the cat runs away from the tree.

(2) The bluebird flies away from the tree as the squirrel runs away from the tree.

(3) The cat runs away from the tree as the owl flies away from the tree.

(4) The squirrel runs away from the tree as the owl flies away from the tree.

Beside the daily activities children with problems in this area should be given the opportunity to check out toys which can help develop visual motor skills as well as being encouraged to use them at school.

1. Pegs, pegboards, and patterns

2. Blocks and patterns

3. Blocks and patterns

4. Parquetry and patterns

Send home the following suggestions to the child's parents for home reinforcement of visual-motor skills. They also are fine for school activities.

1. Encourage play with puzzles beginning with inserts.

2. Play with child using clay and play dough, rolling long strips to make geometric shapes.

3. Use very large needles, yarn and burlap to sew around patterns.

4. Lace shoes.

5. Follow block patterns.

6. Sort beads, nuts and bolts, silverware, buttons.

Many of these children are still at the scribble stage and find it difficult to make recognizable shapes. Therefore art time is often not the pleasant, successful venture it should be. When problems of perception are involved, he often does not even "see" adequately for creativity. Don't force your own point of view on the child but help him to see in order to help his hand create it anew.

If you become greatly concerned that the child is making no progress, and the visual motor coordinate is not becoming more controlled, you need to check further in order to vary his program. If he could not copy a square, can he do it now? If he could not copy a triangle, can he do it now? You can check these children further and gather valuable data by checking the visual motor items on the Vallett Psychoeducational Inventory, (numbers listed on flow chart). The results of this inventory can be used to pinpoint help and to give a basis for judgment if further evaluation is needed at a later date. (Flow Chart levels II, III, and IV).

Other activities for developing visual motor coordination are included in the visual chapter. Copying, the eye-hand coordinate, is a product of both visual -- recognizing shape, size, color, position in space, etc. - and motor -- re-creating shape, size, color, position in space, etc. Therefore visual association and perception must be trained to send correct data to the motor system. The areas of perception will be delineated next.

Visual and visual motor materials which can be used:

Lacing Cards
Parquetry and Patterns (large and small)
Templates
Stencils
Puzzles
Inset Boards
Pegboards and Patterns
Multifit
Snowflakes
Rig-a-Jigs
Colored Cubes and Patterns
Tracing Paper
Clipboards and Designs

Crayons
Colored Marking Pens
Beads, Strings and Patterns
Groovy Letters and Numerals
Kleecos - Chalkboard, Books
Scissors, Paste
Clay
Fit a Shape
Erie Program
Association Picture Cards

Bolts and Nuts
Wooden Logs
Tinker Toys
Large Blocks
Sorting Materials
Easel and Paint
Finger Paint
Sequential Picture Cards
Motor Expressive Cards
Same or Different Cards
Word Picture Dominoes
Visual Memory Cards

Haptic materials to reinforce visual and visual motor learnings:

Sandpaper (fine)
Materials of many textures
Clay trays
Sand trays
Yarn and White Glue

KINDERGARTEN EVALUATION

VISUAL

Level I

Sprigle
Visual Discrimination
Spatial Relationships
Size Relationships

Activity Inventory II
Visual Skills

A Psy. Inventory of Basic Learning Abilities by Valett
numbers 27 - 31

Level II

Meeting Street School Test
Visual Perceptual Motor
Subtest

I.T.P.A.
Visual Reception
Visual Association
Visual Closure
Visual Sequential Memory

Level III

Monitoring of Child for Progress

Level IV

Psychological Staff Judgement

It is very difficult to separate the visual from the visual-motor development of the child. The visual ability though is tested, not by "How well can you see and copy?" but by "How well can you see and match?". After you have the results of the Vane visual perceptual motor subtest, you can recognize the presence of a visual motor problem, but until you have a standardized test geared to the matching of visual elements, it is difficult to pinpoint whether the problem is perhaps primarily visual or primarily motor, or both. The following sequence suggests primarily visual skills:

Recognizes and points to objects in book	1½ Yrs.
Names action in picture	3 Yrs.
Visually matches forms	3½ Yrs.
Visually matches color	3½ Yrs.
Visually matches size	3½ Yrs.
Identifies missing parts	4 Yrs.
Recognizes same and different	4½ Yrs.
Names colors	5 Yrs.
Assembles six-piece puzzle	5 Yrs.
Completes simple designs	5 Yrs.

The Sprigle School Readiness Screening Test can be used to find a standard discrimination and visual spatial perception score. This test can be administered by community volunteers after they have been trained. In Tulsa the training responsibility has been assumed by The Tulsa County Mental Health Association. They recruit, train and then assign testers at the request of the schools.

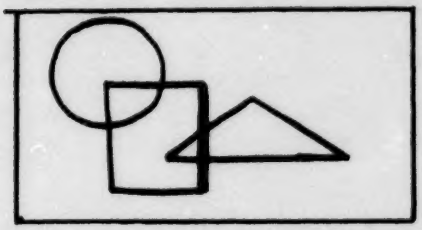
Ask for this help early as the supply of testers is limited and the schools are many. Until you can use the results of this evaluation in preparing individual learning prescriptions though, put yourself ahead by checking the visual skills section of the Activity Inventory.

The visual skills delineated in this inventory can all be expected of children kindergarten age or younger. If the child cannot handle these items, he needs help. In kindergarten this help can come in the regular course of the kindergarten. If Joe is not "seeing" he must be helped to"see" at every opportunity.

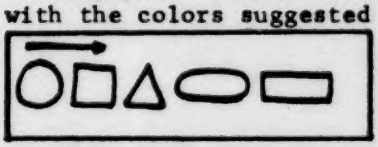
The visual development you have been testing for is called perception. You are not testing for acuity although acuity may influence the score. Look at the visual checklist. Check over these points to use if you feel the child's visual problem is possibly in an area other than perception. If you notice a number of problems, use this check list when referring the child to health department personnel. If however an acuity problem does not seem to be the case, the following perceptual areas must be continually reinforced in these children at every teachable opportunity. Use volunteer aides, both older students and adults, to allow these activities to be one to one as often as possible.

1. Visual figure ground perception involves the ability to recognize a significant figure against a background. Plan figure ground activities which can help the children who are unable to handle visual tasks. These activities should be fun so that they can be enjoyed by all children.

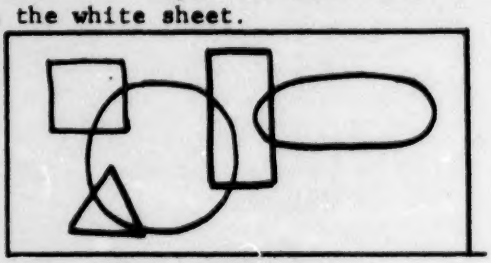
   a. Prepare a large sheet of brown paper 36" x 72" with intersecting shapes, a large red circle, a large purple square, a large blue diamond, a green oval. Be certain the lines are dark. Give the child small plastic cars with colors to match the shape outlines. Then let him go around the red circle with his red car, the purple square with a purple car, etc. Remember, he is trying to pick the suggested figure from a difficult background. Help him when necessary



   b. Draw large interesting shapes on the chalkboard with white chalk. Then draw these same shapes in color on a sheet of white paper. The child outlines the shapes one at a time with the colors suggested on the white sheet.



Stimulus



Chalkboard

   Encourage the child to follow the direction sheet from left to right.

   c. Use the Highlights magazine's hidden pictures. As the child finds a hidden picture, he traces and then colors it.

   d. Use the games produced by The New York Times Teaching Resources. One of these resources, The Erie Program, uses playing boards for bingo, spin board and dice games which provide figure ground problems.

   e. Draw blue outline shapes on blue paper, red on red, green on green, etc. Direct the child to go over the outline, first with his pointing finger, identifying the shape, then with a matching color and then with a much darker color such as black.

f. Color decoding sheets prepared for special stories and holidays and to reinforce shapes. The child colors everything with a dot inside to "see" the figure appear from the background.

2. Visual perceptual constancy. The child must be able to realize the difference between and the constancy of shape, size, color, number, position in space and position on page. Activities to develop the awareness of constancy occur during science as the teacher begins classifying objects according to their properties, in numbers as the child begins to match sets. Constancy of number is developed as set after different set appears and whether frogs or macaroni or pumpkins, they are all labeled seven. The children with perceptual troubles though find it very difficult to finally conceive of circleness, sevenness, redness, comparative highness, or rightness, as well as any other property or modifier of an object.

In order to develop any concept these children must talk through and trace through many situations in order to avoid splintering (associating a concept or skill with only one material without building the widest possible base for the concept or skill).

Any time the child is having trouble identifying constancy of shape or relative size, let him trace it while looking at it to reinforce the sensory impression.

a. Activities to specifically develop visual perception of shape, relative size, and color can be found in Kindergarten: An Intuitive Approach and in the Handbook of Pupil Experiences.

Other activities which can be used to develop a perception of the constancy of color, shape and relative size are as follows:

(1) Gather all types of dry beans, all sizes and shapes of macaroni, colored popcorn, various nuts and bolts, and any other small objects of varying shapes, sizes and colors. Put these in a plastic bucket and let the child begin to sort. Put two children together and encourage them to talk together about the objects as they sort. First sort by color. Then sort by size. Then sort by shape. Talk with the child about the way the groupings change. Beans are all the same shape but sizes and color change. Popcorn is the same shape and size but the colors change. The children can use egg cartons to put the objects in as they are sorted or they can be placed in discrete piles on a big piece of paper. Let the child use tweezers as he sorts sometimes. This is excellent fine motor reinforcement for the children.

(2) Prepare different colors and sizes of shapes including six sizes - 1", 2", 3", 4", 5", 6" in diameter or at widest point; six colors - red, blue, green, yellow, purple, orange; and six shapes - circle, square, triangle, diamond, oval and rectangle. Sort by size. Lay out the 3" circle and ask the child to find everything smaller. Also use the term larger. Ask the same question using the 1", 2", 4", 5", 6" shapes. Also let the child sort by color and by shape, talking about the differences in the way the groups change when sorting by a different property.

(3) Use the Try Task I Tray to classify constancy of shape and size. The color remains constant. This task would be at an early stage because the child can use the insert tray to aide in identification of size. Talk through activities exposing the words, circle, square, rectangle, triangle and high, large, middle size, small and little. Comparative terms small, smaller and smallest, large, larger and largest, big, bigger and biggest should also be used.

(4) Use large and small parquetry, beads and strings, one-inch colored cubes, pegs and pegboard along with patterns designed for them. As the child follows these patterns refer to the colors, shapes and sizes which match.

(5) Use cuisenaire rods to identify constancy of size and color. In this instance same color would be equivalent to same size.

b. Ideas for activities to develop the concept of constancy of position in space and position on page can be found in the Handbook of Pupil Experiences. These are the most important constancy problems the child has. It explains many early reading problems. Some children seem unable to recognize a difference when shape changes direction. Directional changes are irrelevant for some children until they are specifically taught. F can as easily be ꟻ, b/d, p/q, z/s, u/n, e/G, w/m. Direction matching and constancy activities therefore must precede or correlate with exposure to the alphabet.

Position on the page presents problems when the child cannot internalize left to right, top to bottom progression. This can often cause reading anomalies and mirror writing. Dr. Dale R. Jordan believes that a certain percentage of children are oriented opposite to the English reading order. For these children only specific reinforcement of spatial progression and position enable them to perform adequately on school tasks.

Specific activities:

(1) One child goes to the front of the room. He changes position and the children in the room follow him exactly. Face west, east, north, south; look up, look down. Each time talk about the direction chosen. Then check the class each time to see that their position is constant.

(2) One child leaves the room. All the children except one sit or stand in the same position. The child who has left the room comes back in and finds the one whose position is different and moves them to match (too many children may cause figure ground problem).

(3) Try Task I and II - trays and workbooks - consistently reinforce left to right, top to bottom progression and various positions of objects in space. The child is encouraged to approach all tasks in this left to right, top to bottom orientation. Directions for using the Try Tasks are explicit. The constancy of orientation and position is continually reinforced.

3. Visual Sequential Memory

The child must be able to retrieve visual data and replay them again. This is the skill which will ultimately enable the child to build a large reading vocabulary of sight words and to spell accurately with no reversals or deviations in word order.

As a general procedure for enabling children to remember visually, never expect them to use the visual modality alone when trying to memorize. Do not expect this child to be able to see the picture in his mind, he can't without help. Expect them to touch trace, hear and see when remembering is required. For example, if a child can never seem to remember the shape of a square, let him see the square, trace it with his fingertip a number of times on rough paper, saying its name each time a new square is started.

When beginning the development of sequence in memory, always start small with two objects and slowly add more. Use everyday objects at first, then shapes, then letters.

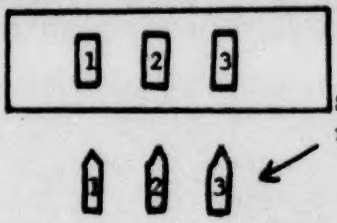
Ideas for activities to develop visual sequential memory can be found in the Handbook of Pupil Experiences.

Other activities are as follows:

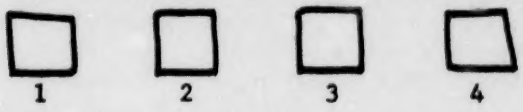
a. Use Level I and II Visual Memory Cards prepared by Developmental Learning Materials. Follow directions enclosed.

Use the stimulus cards with one object or color first, then build to two, then three. Crayons can be used to match the color sequences.

1 - Red
2 - Yellow
3 - Green



b. Prepare a paper with four outlined squares (or place on chalkboard). With an eraser tap from square to square in different patterns. The child should follow with his own eraser. Begin with two taps and build.



1- 3, 2 - 4, 1 - 3, 4 - 2 - 3, etc.

c. Pantomime signals with the hands and arms. Expect the child to follow. Begin with two in a row and build toward the child's limit. Examples which could be used:

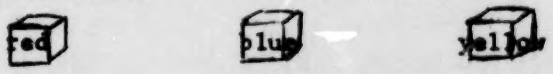
(1) Cross fingers.

(2) Cross arms.

(3) Make circle with thumb and forefinger.

(4) Touch all fingers and thumbs.

d. Two children work together and they take turns being leader. Place didactic materials, colored block, parquetry, pegs, or beads in front of both children. One child forms a simple pattern, allows the child to see it for a count of five and then covers it. The child should reproduce the pattern with his objects. Start with three in a row. Use just one type of object at first and vary as the child becomes more proficient:

(1) 

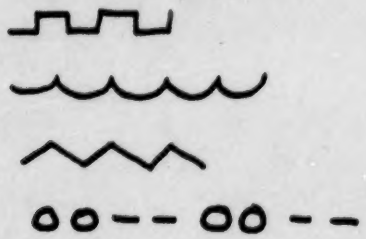
(2)

Children can play the same visual memory games with sorting materials such as dry beans, macaroni, buttons, nuts, bolts, etc. Always monitor the children to be certain they are organized from left to right. One child at a time is "it"

and holds up two of the objects, covers them and counts to 5. All the children playing find the same two objects and hold them up when the child playing it gives the signal. Next it holds up three objects, then four, then five until one child is left. (Be certain children are matched as to ability to remember visually.)

e. Draw a simple pattern on the chalkboard. Wait, then erase it. Let the child reproduce it from left to right.

Examples of patterns:



f. Place two objects in front of the child. Let him look for ten seconds and then cover his eyes. While his eyes are covered, hide one of the objects. Then when he opens his eyes, ask him to name the object that is missing. Use three objects, then four, then five. Sometimes hide one object, sometimes more. Vary according to the child's ability.

g. Send the child to a window to look outside for one full minute. When he comes back ask for him to name everything he saw. List them on a piece of paper and then read them back to see if he can remember any more.

h. Give a child one minute to look around the room. Then he names all the objects he can with his eyes closed.

4. Visual closure - The child must be able to bring together lines and make sense of them to visually and mentally "see" square or circle even when it hasn't actually been completed. For example, this is a circle . We recognize that a part is missing - supply the missing part mentally and "see" a circle. Ideas for activities to help the child close visually can be found in the Handbook of Pupil Experiences.

Activities for visual closure:

a. Start a picture of a man on the chalkboard. Using a circle say that it is part of a man. Then ask a child to add another part and another until a detailed figure is completed. Talk about eyebrows, eyelashes, knees, elbows etc.

b. Use body concept sheets produced by Developmental Learning Materials. Run off the ditto sheets and then go over the incomplete children's bodies with a black marker. Cover the sheets with plastic and then talk with the child about what would be needed to complete each figure. Later the child can be given the ditto sheets and allowed to complete them on their own.

c. Use the games produced by The New York Times Teaching Resources. One of these resources, the Erie Program, uses playing boards for Bingo, spin board and dice games which provide closure problems.

d. Draw incomplete geometric shapes for the child to complete. Give him a ruler for the straight line shapes. Before the child completes the shape and colors it in, talk about its name and look at other completed shapes.

e. Many cut and paste activities in Try Task I, II and III are designed for visual closure.

f. Use templates to reinforce the visual closure with the kinesthetic sense. As the child traces inside the template he should name the object he is making. Templates available through Developmental Learning Materials are shapes, animals, farm and transportation objects, and holiday objects.

Use every teachable opportunity to reinforce the ability of all the kindergarten children to handle the mentioned areas which influence visual perception:

1. Visual-motor.

2. Visual figure ground.

3. Visual perceptual constancy and difference.

   a. Discrimination of shape, relative size, and color.

   b. Discrimination of position in space and position on page.

4. Visual sequential memory.

5. Visual closure.

Extra reinforcement using the suggested activities and others is imperative for the child below average for his age. This reinforcement should be one to one with the position of tutor assumed by the teacher or a volunteer aide, adult or child.

Those children who still are not making a happy job of kindergarten and who avoid vidual tasks perhaps need referral for further evaluation on Level II. You can gather valuable data for a psychologist by checking the part of The Valett Psychoeducational Inventory suggested on the flow chart. This is an inventory and prescription conbined and provides valuable suggestions for developing visual skills.

Again you must help these children to "see" and then to copy. They depend on your help in order to feel success, and success is the single most important aspect of learning.

KINDERGARTEN EVALUATION
AUDITORY

Level I

Sprigle
Verbal Comprehension
Information
Vocabulary

Activity Inventory III
Auditory skills
(Test devised and included in this chapter)

Valett, Psychoeducational Inventory of Basic Learning Abilities
numbers 22 - 26

Level II

Meeting Street School
Repeat Words
Repeat Sentences

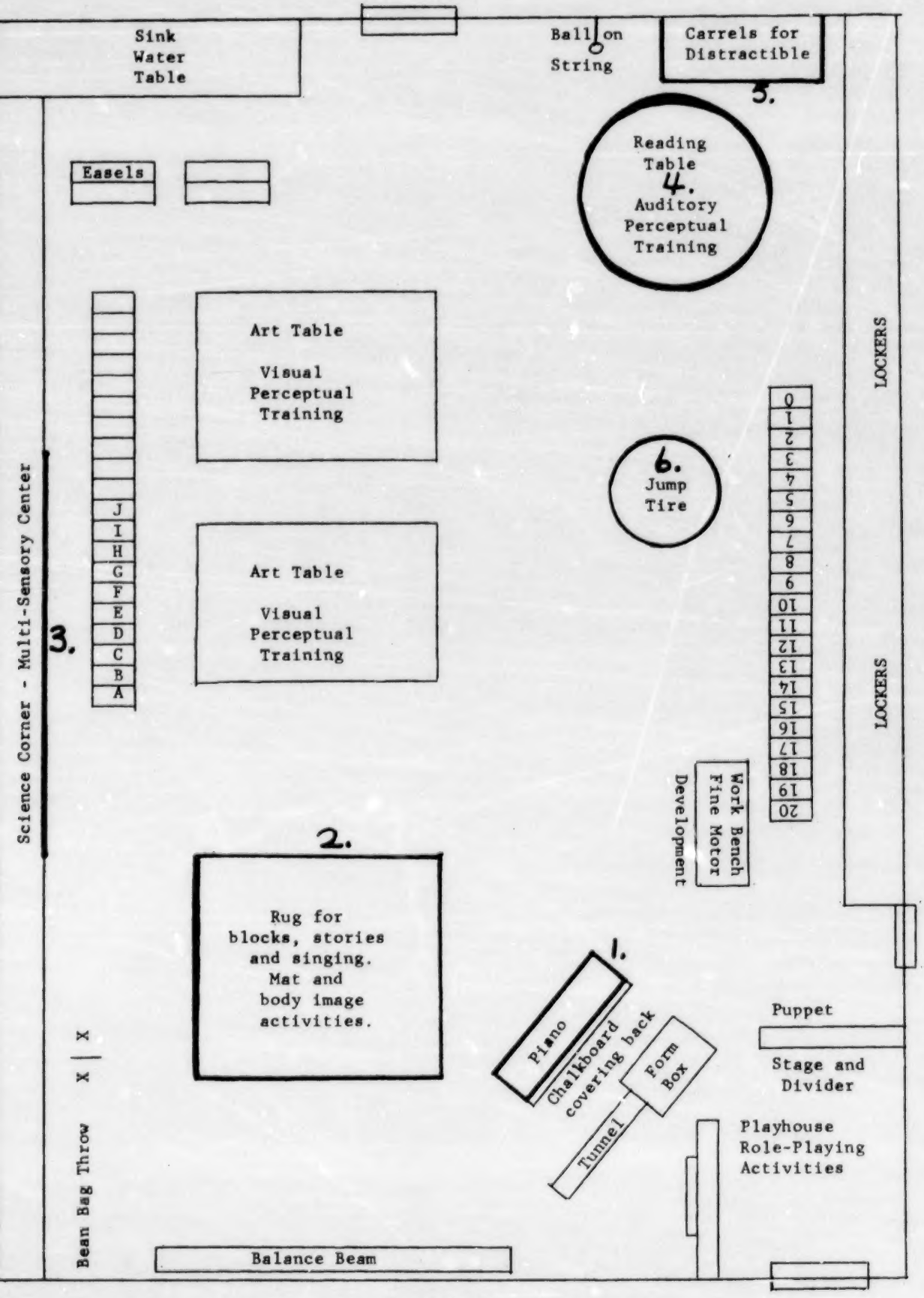
ITPA
Auditory Closure
Auditory Sequential Memory

Level III

Monitoring of Child for Progress

Level IV

Psychological Staff Judgement


Sink
Water
Table
Ball on
String
Carrels for
Distractible
3.
Reading
Table
4.
Auditory
Perceptual
Training
Easels
LOCKERS
LOCKERS
Art Table
Visual
Perceptual
Training
6.
Jump
Tire
J
I
H
G
F
E
D
C
B
A
3.
Science Corner - Multi-Sensory Center
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
Art Table
Visual
Perceptual
Training
Work Bench
Fine Motor
Development
2.
Rug for
blocks, stories
and singing.
Mat and
body image
activities.
1.
Piano
Chalkboard
covering back
Form
Box
Tunnel
Puppet
Stage and
Divider
Playhouse
Role-Playing
Activities
Bean Bag Throw
X
X
Balance Beam

AUDITORY SKILLS TEST

INITIAL SCREENING

(Teacher Made)

1. Receives gross stimulus

   Student stands on certain square tile, teacher drops a box of rhythm sticks behind him - observe child's response.

2. Selects source of sounds

   Teacher stands behind a screen and sounds rhythmic instrument, child tells the name of the instrument or selects the correct instrument from a panel in front of the teacher.

3. Follows rhythmic pattern with clapping hands.

   Teacher claps various rhythmic patterns and child responds.

4. Follows single directions

   Teacher gives a verbal direct such as:

   a. Stand on one foot.
   b. Jump 2 times.
   c. Cough twice or two times.
   d. Pull your ear 3 times.
   e. Move book to the other end of the table.

5. Discriminate loud, soft, high and low sounds

   Teacher uses piano or pitch pipe to make sound child is to recognize. Identifies two sounds at a time as same or different.

6. Follows rhythmic pattern marching

   Teacher observes child's rhythm pattern (uses piano or marching record) Record used: RCA Victor 45 RPM Album, Rhythm Vol. I

7. Follows two-part direction

   Teacher gives verbal direction such as:

   a. Draw a circle on the board then go sit in a chair.
   b. Touch your nose then turn around once.
   c. Touch head - clap hands once.

8. Discriminates common sounds or patterns

   Teacher uses primary records for common sounds and environmental sounds (Record from Peabody Language Development Kit - Primary Level).

9. Follows a series of three directions

Teacher gives verbal directions such as:

a. Make a sound like a dog, touch your knee and slap your ankle.
b. Point to your desk, look at the clock and wave at me.
c. Put your hands below your desk, on top of your desk and behind your desk.

For each activity used to check the child's auditory skills, the teacher-developed activities to give the child practice in these areas. For example, the following exercises were developed by the teacher for understanding single direction skills.

Record: RCA Victor 45 RPM Album Rhythm Vol. I
Record: Peabody Language Development Kit
Primary record was used for common sounds, environmental sounds.

Instructions:

One direction - or use two or three

Stand on one foot.
Shake hands with neighbor.
Walk across stage.
Jump 1 time.
Jump 2 times.
Jump 3 times.
Jump 4 times.
Jump 5 times.
Make two X's on board.
Tell name of favorite animal.
Move book to other end of table
Walk around chair 2 times.
Sharpen pencil.
Touch your toes 3 times.
Touch the door.
Pull your ear 3 times.
Put on earrings.
Erase board.
Clap hands 4 times.
Bounce ball twice.
Wink eye 3 times.
Cough twice.
Walk 2 steps.
Hop 3 times.
Stretch high.
Bend low.
Pretend you are swimming.
Knock twice on floor.
Raise both hands.
Gallop like a horse to the door
Hold the eraser next to the flag.

10. Identifies environmental sounds. Use the tape prepared by Developmental Learning Materials.

11. Responds to certain key words and supplies words ommitted from a familiar story.

    Teacher used Peabody Language Development Kit Level I
    She used Goldilocks and Three Billy Goats Gruff from the Six Fairy Tales Tape.
    Example: Every morning the three bears would get up and eat _____.
    Then act out.

12. Gives attention. Observed how they came to attention - attention shown to task.

Developed by Annette Ryan and Colleen Downs

AUDITORY DEVELOPMENT

Notice that the Sprigle School Readiness Screening Test suggests the language areas to give a first indication of a possible auditory deficit. In order to pinpoint whether the low language scores are just a language deficiency, just an auditory deficiency, or perhaps a combination of both, the teacher must go beyond this language score as quickly as possible.

As with the visual scores on The Sprigle Test sometimes you must wait in order to receive these test scores. Again place your request early. Use every community resource possible, such as the volunteers trained by The Tulsa County Mental Health Department. However, since there is a possibility you will not have the Sprigle results to work with initially, you must be able to get some indication of auditory responses.

The Activity Inventory has been developed into an Auditory Screening Test which is included at the beginning of this chapter. Notice the age levels when the particular ability would be expected.

The test can be a short part of the music period each day until you have checked the children. Place the names on the diagonal lines, xeroxing or Thermofaxing enough sheets to cover all your children. Some of the items must be tested by asking and observing one child at a time. Items three and seven can be checked by watching as the entire class performs the activities.

A functioning auditory system precedes spoken language. Speech can sometimes be produced by matching lip and tongue movement, but proper inflection, accent, and function words are a product of the auditory modality. This auditory sequence ends as the child's language really begins. If at two and one-half years the child has not made some attenpt at speech, he should receive some evaluation as to whether an auditory deficit is present.

AUDITORY

Startles at sound	At birth
Listening attitude toward voice	2 Wks.
Quieted by voice	4 Wks.
Turns toward voice	2 Mos.
Head turning and smile at voice	4 Mos.
Responds differentially to sounds	6 Mos.
Responds to "no-no"	8 Mos.
Babbling imitation of sounds and intonations	8 Mos.
Stops at "no-no"	1 Yr.
Selects object named	2 Yrs.
Selects association (says bow-wow, cuts meat) the beginning of structuring and ordering the world - beginning of language	2½ Yrs.

Repeats 2 digits	2 Yrs.
Repeats 3 digits	3 Yrs.
Repeats 4 digits	4 Yrs.

If the child does not respond to your directions in class, if he cannot perform on the Auditory Skills screening, and if his scores in language on the Sprigle are low, you should immediately refer the child for an auditory acuity test. This acuity screening is a function of health services in Tulsa. The school nurses have been trained to serve as screeners. If an acuity problem is suggested, they in turn can refer to medical specialists whose concern is hearing.

If, however, the noticed deficits occur and an acuity problem cannot be found, the child may have one or more auditory perception problems. You can test for these problems. But until you are able to check the auditory areas of the Valett Inventory or refer the child for Level II testing, you can aim each of these areas toward the child who seems by subjective and objective evaluation to be having trouble in the auditory area.

Having ruled out an acuity problem, attention is turned toward areas which may affect how a child hears and how he makes sense of what he hears. The following perceptual areas, with suggested activities for each area can be used during whole class and small group teaching, but they are most specifically helpful on a one to one basis. This enables the child to attend more consistently to the task at hand.

Areas and activities are as follows:

1. Auditory figure ground perception. The child must have the ability to disregard background noise and attend to the important sound, such as teacher's voice or the principal on the loud speaker.

   The child with an auditory figure ground problem appears to be highly distracted. He begins by listening to the teacher's voice but is unable to continue this attention when anything interferes. He moves auditorily from one stimulus to another hearing everything and nothing, from teacher to heater, to birds, to footsteps, to teacher, to desk creaks, and so on. In order to help the child develop the ability to shift his attention to an important auditory stimulus and keep it there, the following activities may prove helpful:

   a. Talk to the child about hearing. Discuss the fact that an ear's business is to hear. While you are talking to the child, cup his chin in your hand. Make his eyes attend in order to help filter out the auditory distractions. Talk about how difficult it can be to pay attention when

so many other things are making noise. Then uncup the chin and ask the child to identify all the sounds in the room while you list them:

Shuffling feet
Heater on and off
Footsteps in hall
Birds outside
Whispers
Creaking desks
Ticking clock

When this is done ask the child to listen in turn to each of these sounds trying to hear only one at a time. Then tell him he is to listen carefully to the sound you suggest until you begin to talk, seeing how quickly he can hear you instead of the heater or shuffling feet or footsteps. Practice this activity one to one until the child is at least aware of the need to shift his attention from unimportant sounds to the important voice of his teacher.

b. Play instrumental records as background and then give directions. Keep your voice level about the same as the level of the music. The child practices his attending to hear the teacher's voice above the music. Begin with one direction such as,"Susie, walk to the door" and then give two directions such as, "Susie, walk to the door and knock three times".

c. Offer the child a quiet place to work when he is involved in the kindergarten work period. Provide a little office for him when he wants to color or cut and paste. Talk over the way he allows noises to get in his way. Let him go to his little office by choice to complete whatever he is trying to do. When it is not possible to leave the group, as when playing with blocks, tell him that working with activities like blocks are ways to learn to complete a job without letting other noises and sights interfere.

2. Auditory discrimination and constancy. The child will often evidence a discrimination problem by the way he speaks. He substitutes one sound for another, three becomes free, little becomes wittle. He often will make mistakes in words when the sounds are quite alike such as mistaking a pair of voiced and unvoiced consonants. To him cub may sound like cup, bus like buzz. Auditory discrimination and constancy of sound perception activities are excellent for the entire kindergarten. In fact, without ever presenting a letter and sound together, if the child can discriminate visually using the criteria described in visual development and can discriminate and hear constancy, an excellent base is built for future academic skills.

In order to play discrimination games, you should have a basic idea of the sequence of discrimination skills from the simple to the subtle.

Think of this sequence as behavioral objectives. See how far the child is able to achieve along this sequence.

a. Gross sounds

   (1) Drum - bell

   (2) Whistle - bell

   (3) Two different bells or two different drums. (Use all types of rhythm instruments and noise makers - first those whose sounds are very different and then those whose sounds are much alike.)

b. Piano tones

   (1) Far apart on keyboard

   (2) Close together on keyboard

c. Sounds - phonemes (The baby plays with these as he babbles in the crib.)

   (1) Vowels - singing sounds

   (2) Consonants - voice and unvoiced

d. Rhyming words - words

   (1) Consonants or vowels at beginning words

   (2) Consonants or vowels at end of words

   (3) Vowel in the middle of words.

Here is a list of the sounds we have to work with in English. Beside each sound and key word I have other sounds which are enough like that sound to cause discrimination problems.

VOWELS

a apple

e Eskimo

i Indian

o octopus

u umbrella

o boat

y yo-yo

oo hook

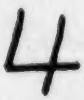
ir
er
ur bird

ou
ow owl

a angel

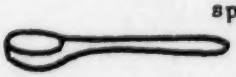
e eagle

i ice cream

or  four

oi
oy boy

u unicorn

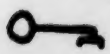
oo  spoon

CONSONANTS

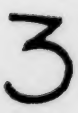
quiet

p pig

t two

k  key

f five

th  three

s sun

sh ship

ch cherries

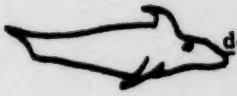
lifty

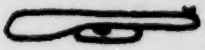
r rabbit

l light

noisy

b bug

d  dolphin

g  gun

v valentine

th feather

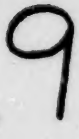
z zipper

zh television

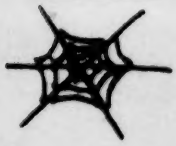
j jumprope

nosy

m moon

n  nine

windy

w  web

h house

wh whale

ng king

Activities which can be used to help the child discriminate auditorily need to be prefaced by a lesson to be certain the children understand same and different. Do this using colored one-inch cubes, using the shapes in the Try Task tray. Hold up the cubes in pairs and say, "These are the same color. These are different colors."

Then hold up pairs from the Try Task tray. "These are the same shape. These are different shapes. These are the same size. These are different sizes. These point the same direction. These point different directions.

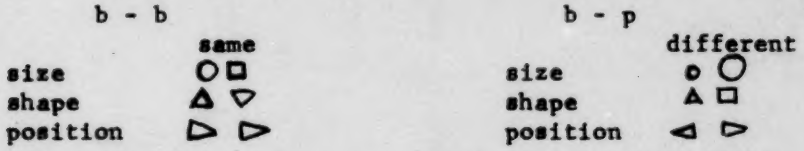
Continue showing the children same and different and allow them to use these materials to show you same and different, color, size, shape, and position in space.

When you feel confident the children know the meaning of same and different, you can begin to play the auditory discrimination games. Use the sequences of difficulty described earlier.

a. Prepare felt smiling and frowning faces for each child. Tell them you will say two sounds, tones, or words at a time. If they are alike put the smile on their chest. If they are different put the frown.

b. Use colored one-inch cubes with at least two each of two colors in front of each child. Tell them you will say two sounds, tones, or words at a time. If they are alike, hold up two colors that are alike. If they are different, hold up two different colors.

c. Use the Try Task I trays or prepare construction paper in the same shapes and sizes. At one time play the auditory discrimination games using shape as the constant, another time using size as the constant and another using position in space as the constant.



3. Auditory Sequential Memory. A child must be able to hear and then to remember what he hears in the order he heard it. This will ultimately be necessary if the child is to spell orally, sound blend, and repeat words correctly. Both tests on the second level of testing on the flow chart contain subtests for auditory sequential memory. If you are really concerned about the child's auditory functioning and have already determined that auditory acuity is adequate, you should refer

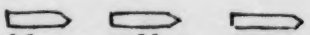
the child for either the Meeting Street School Test or the Illinois Test of Psycholinguistic Abilities. Both give a good auditory profile, in particular an auditory sequential memory test.

Children who do have sequential memory deficits should have short one to one lessons using the following suggestions. They are also good for whole class and small group learning since this skill is so important for academic progress.

When working with one child, cup his chin and look into his eyes to help him attend to the task. When working with a group, gain eye attention before beginning. A minute waiting for attention may add fifteen minutes worth of learning to part of that group's day. When working with a group, vary by asking the group as a whole to repeat and then asking one child at a time.

a. Orally give color sequences. Start with three and work toward as many as the children can do successfully. Each child should have his package of eight crayons to make a visual response.

Stimulus blue - yellow - green

Response  blue - yellow - green

b. Give alphabet and number sequences orally which the children repeat orally. Start with three and add as long as the children can feel successful: zc1 - miz - 147

c. Give word sequences orally, sentences and non-sentences, sense and nonsense. Again start with three.

big - little - big
I am five.
hilarious
blue - zoo - glue

d. Clap patterns or stamp patterns for the child to repeat motorically.

clap clap -- clap
stamp -- stamp stamp

e. Choral read nursery rhymes and other poems. Be sure each eye is on you and each mouth is at work. Tremendous amounts of learning take place if the children are attending to the task, sequential memory, perception of rhyming words, rhythm, syntax, and language fluency.

f. Sound rhythm instruments in a pattern with the children's eyes closed. One child comes to you and repeats the pattern as the class checks him. If the child has an acuity problem, it necessarily becomes a task for a physician. You can know, though,

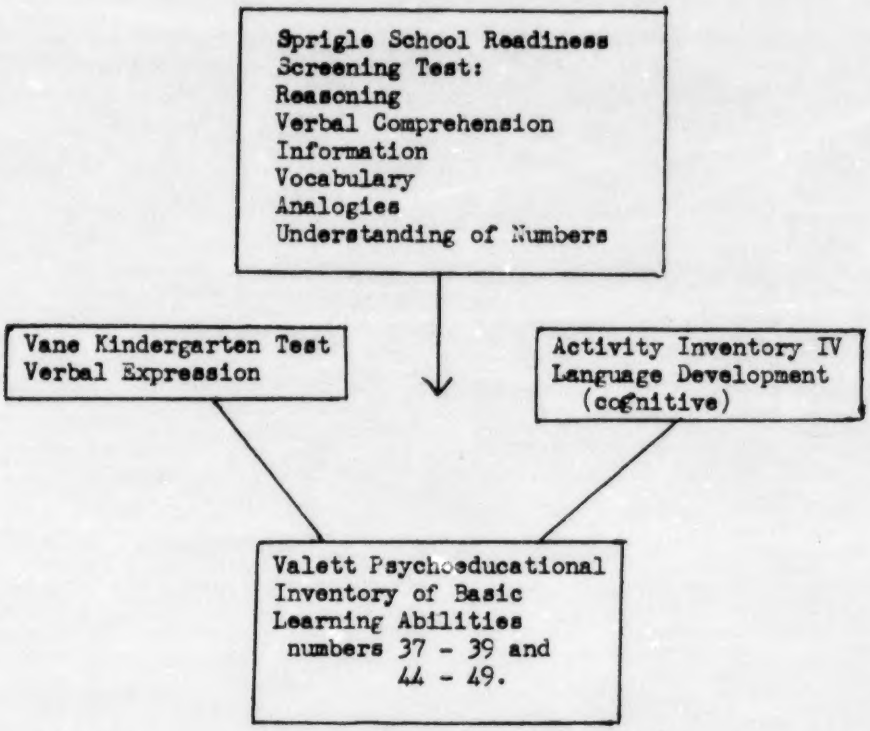
and constantly remember that children with acuity problems as well as those with the problems of perception which were mentioned, need a teacher who talks to them not to a book or a chalkboard. Look at the children while you are talking and while they are talking. Also wait for all children to be looking before you begin a lesson. If the ears need help, they have no better helper than the eyes.

Auditory materials which can be used:

Auditory Discrimination in Depth (Teaching Resources)
Auditory Perception Program (Developmental Learning Materials)
Buzzer Board and Visual Patterns
Rhyming Puzzles
Auditory Readiness Books
Auditory Games
Rhythm Instruments

KINDERGARTEN EVALUATION
LANGUAGE

Level I



Level II

Meeting Street School Test
Language subtests

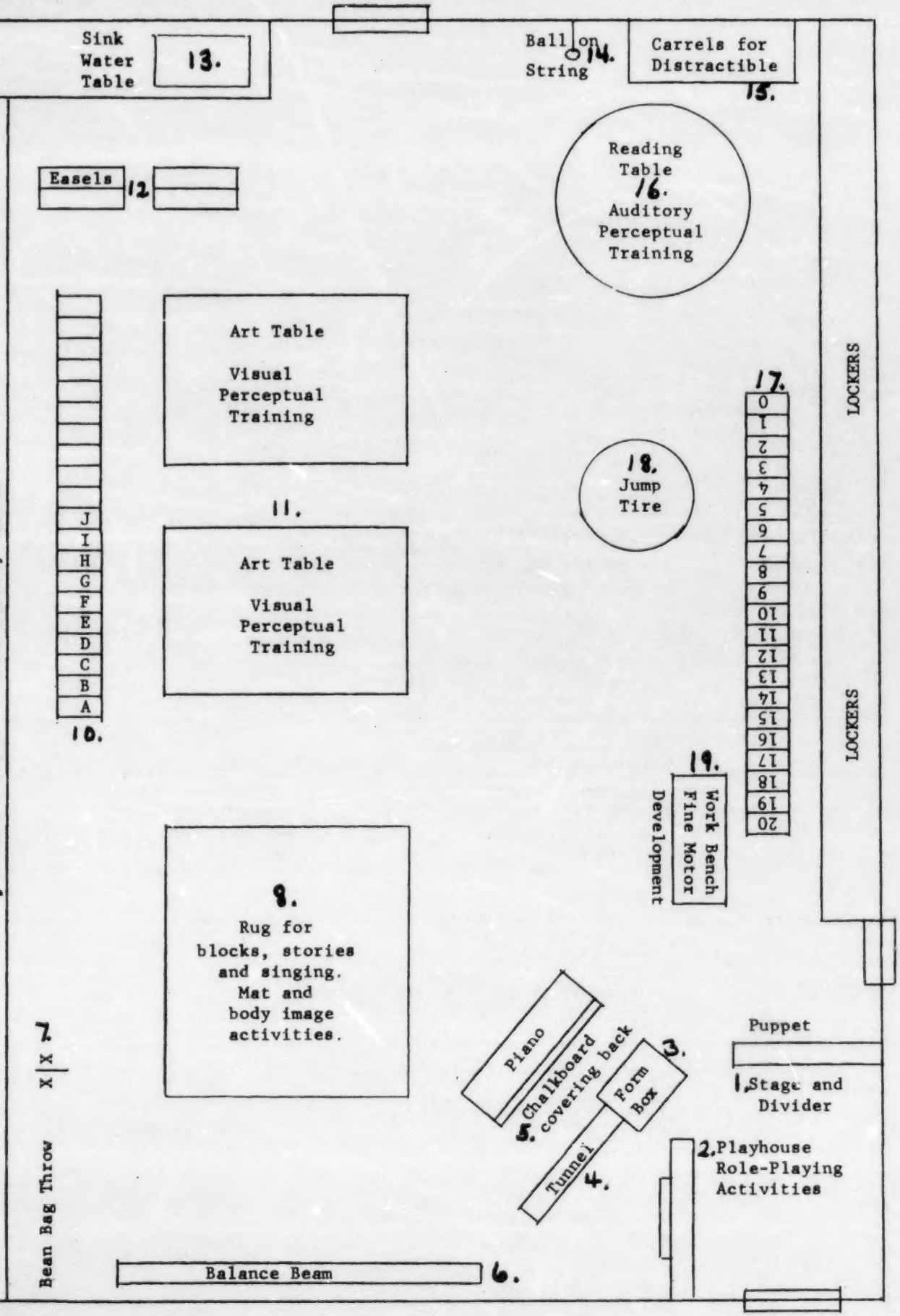
Illinois Test of Psycholinguistic Abilities
Auditory reception
Auditory association
Verbal expression
Grammatic Closure

Level III

Monitoring of Child for Progress

Level IV

Psychological staff judgement


Sink
Water
Table
13.
Ball on
String
14.
Carrels for
Distractible
15.
Reading
Table
16.
Auditory
Perceptual
Training
Easels
12
Art Table
Visual
Perceptual
Training
J
I
H
G
F
E
D
C
B
A
10.
11.
Art Table
Visual
Perceptual
Training
17.
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
18.
Jump
Tire
LOCKERS
LOCKERS
19.
Work Bench
Fine Motor
Development
9.
Rug for
blocks, stories
and singing.
Mat and
body image
activities.
Piano
Chalkboard
covering back
3.
Form
Box
5.
Tunnel
4.
Puppet
1. Stage and
Divider
2. Playhouse
Role-Playing
Activities
7.
X X
Bean Bag Throw
Balance Beam
6.

LANGUAGE DEVELOPMENT

The development of language is the most human of our growth patterns. It is a product of all our senses, our mental ability, and the amount and kind of language we hear. Without adequate language the child will ultimately have trouble in school. He can learn to read, or at least to decode and handle his early books, but without an adequate use of nouns, verbs, prepositions, plurals, inflection, and above all an automatic feeling for English syntax, he will have trouble with fluency and the comprehension skills.

You have, through your testing and referral to medical authorities, established those children whose lag in language development is a result of an auditory acuity, perception, or attention problem. They are receiving specific one to one help to aid perception and attention, and you have adjusted your teaching to help those children with acuity problems see your lips and face at all times during lessons.

Other children will have standard language deficits even though their auditory system seems to be functioning well. Both groups of children, those with language deficits caused by an auditory problem, and those with language deficits caused by exposure only to language other than standard English, need one to one help in the sequenced planned development of this standard English.

The Sprigle Test gives a good indication of the child's language ability in standard English. The Verbal Comprehension and Reasoning subtests evaluate how well the child understands language. The Numbers, Information, Analogies, and Vocabulary subtests evaluate how well the child can use language orally. If the child functions very well on the tests of understanding and poorly on the ones evaluating expression, he may have more language than he is able to let you know about.

Get the results of the Sprigle test as soon as possible. Until the results are available though, you can administer the verbal subtest of The Vane Test which gives you a standardized score for the child's ability to use language orally. It would also be useful to check the activity inventory to determine specifically which language tasks the child is unable to handle and to teach them.

When you have discovered that a child is functioning below the level expected of a child of his age, you must then set up a sequenced program to help him develop the language skills necessary for reading and thinking with understanding.

To begin a sequenced language program, you must remember that at any given time a child is at different levels on each of two continuums of development.

Language Level Continuum	Language Skills Continuum
	Babbling - Trying out sounds - reception is not considered necessary for this but language must be present before it begins to have sense words.
Reception - At any time the child is on the level of understanding skills at any point on the corresponding continuum.	Words and Word Endings - Nouns Verbs Adjectives Possessives Pronouns Prepositions Articles Adverbs Word Endings Comparatives Plurals, tense The infant's one-word sentences Language functions
Integration - At any time the child is on the level of making sense of, trying out mentally, skills at any point on the corresponding continuum.	
Expression - After the child has received a word or sentence structure, made sense of and now can use skills at any point on the corresponding continuum.	Sentences - Simple sentence - noun, verb Simple sentence - subject, verb, object Compound sentences Complex sentences Answer questions with more than yes or no Automatic use of language for needs

One-word sentences begin during first year, increase during second year a single morphem (minimum unit of oral speech which gives meaning). At this stage the child is handling pure vocabulary expression. The function words and morphemes come later into the third and fourth year; the articles, prepositions, adverbs and possessives.

By the age of three, sentences are well established, especially the simple subject predicate object sentence. But also common are compound and complex structures, use of tenses and plurals.

At five "His knowledge of language is essentially complete and the child expresses himself in finished, correct sentences. All types of sentences appear, including hypothetical and conditional clauses."[1]

The language sequence looks something like this:

One-word sentences (nouns, verbs or adjectives)	1-2
Prepositions	1½
Plurals	3
Labels his drawings	3
Complete sentences	3
First and last name	3½
Asks meaning of words	5
Defines words	6

At each new stage of language development, the child understands words, works with them mentally, and then uses them in speech. For example, a child understands no-no quite early. He responds to it quicker, then finally can say it himself.

A child understands sentences when you give directions, works over the word order (syntax) mentally, and then one day comes up with a sentence himself.

If you are trying to help a child build a standard English language system, you must constantly be aware of the two continuums just described. The child is constantly learning new nouns, new verbs, new adjectives; but in order to make use of them, he must have the language support systems of word order, word endings.

You cannot teach only vocabulary and expect the child with a language deficit to develop the language the child needs. Vocabulary should continually be developed through theme discussions. An excellent discussion of suggested themes is included in the kindergarten guide of the Tulsa Schools, Kindergarten: An Intuitive Approach. This type of language development is necessary and the heart of any well-planned kindergarten or primary class.

However, if a child is not functioning adequately as a five-year-old speaker of standard English, then he must learn not only vocabulary, which usually means nouns, verbs, and adjectives; but he must also learn the proper use of pronouns, word endings, and word order. The automatic use of these skills will enable the child to use any vocabulary developed to its maximum.

---

[1]Nelson Brooks, Language and Language Learning, New York, 1964, p.40

Many of the tasks and activities already a part of kindergarten are excellent for the specific development of language skills other than vocabulary, those of word order and word endings. All games and activities in which the children sing, rhyme, or talk in unison help develop those skills. The activities suggested in the Tulsa schools kindergarten guide which are particularly good for reinforcement of English word order and English word endings, are as follows:

1. All stand up activities.
2. All finger plays and activity poems.
3. All singing games.
4. Music and rhythm activities.
5. Story time.
6. Exposure stories.

The activities which are specifically designed to develop nouns, verbs, and adjectives, are as follows:

1. Talking time.
2. Calendar time.
3. Science time.
4. Mathematics.
5. Discovery time.
6. Game time.
7. Work time.

As the child learns new words, word endings, and sentence forms:

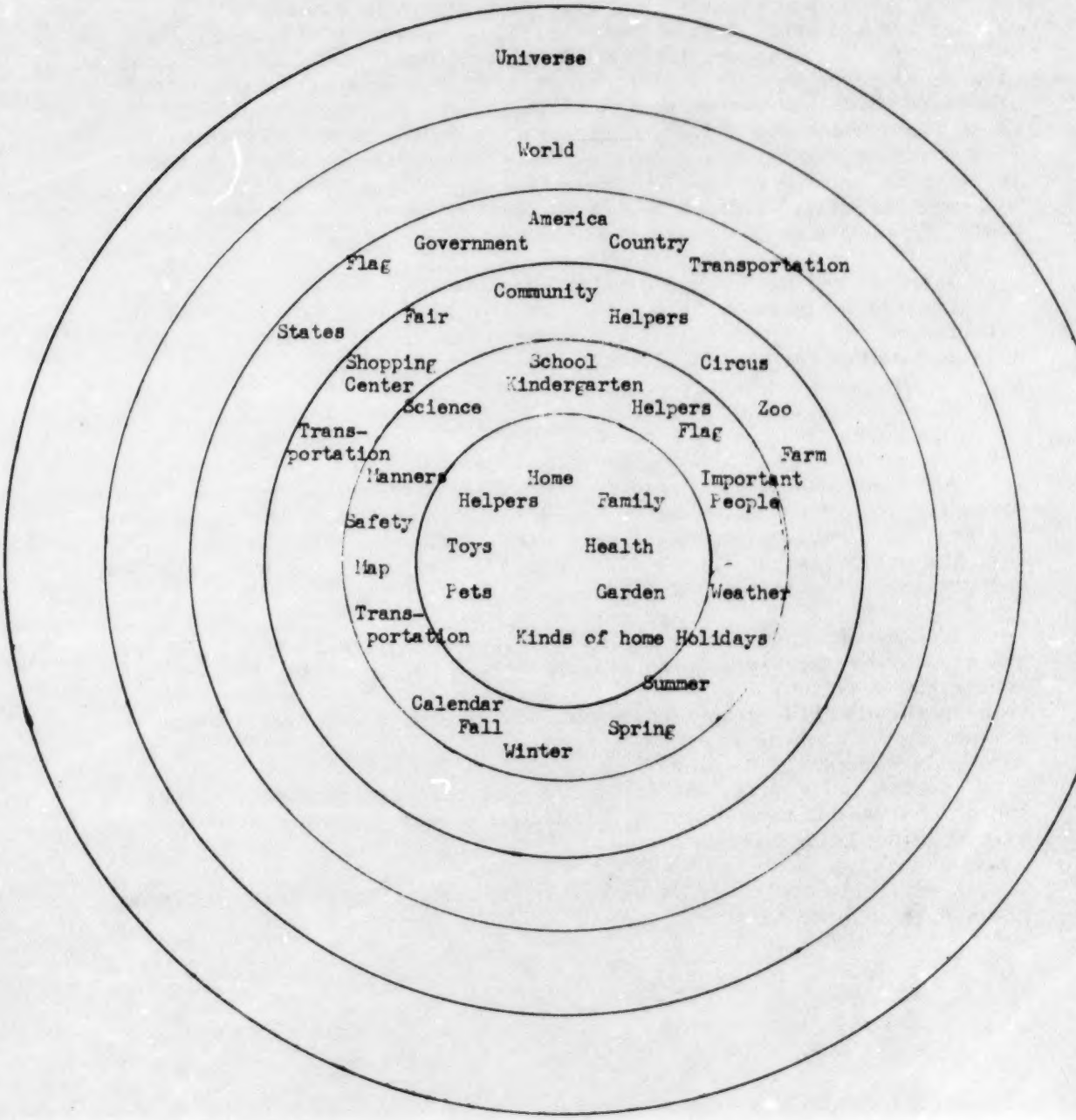
1. He must always hear them a number of times.

2. Use them mentally.

3. Use them orally while continuing to hear them before their use becomes automatic.

The easiest language to teach are nouns and verbs; for nouns you almost always have an object for reference and for verbs you have a motor equivalent.

The systematic teaching of vocabulary - nouns, verbs, adjectives - begins by building ever-widening layers away from the child's personal environment, using themes mentioned on each level.


Universe
World
America
Government
Country
Flag
Transportation
Community
Fair
Helpers
States
Shopping
Center
School
Kindergarten
Circus
Science
Helpers
Zoo
Trans-
portation
Flag
Farm
Manners
Home
Important
People
Helpers
Family
Safety
Toys
Health
Map
Pets
Garden
Weather
Trans-
portation
Kinds of home
Holidays
Summer
Calendar
Fall
Spring
Winter

In kindergarten the children need to develop broad vocabulary base within the first three rings particularly. These are closest to their needs and often the vocabulary most needed for the two-language child. However, because of the world which is brought into the home by way of television, the widening rings of world and space can also be a part of the child's language exposure.

A chart developed by a committee of teachers at the Central Institute for the Deaf gives an excellent, comprehensive listing of this vocabulary base. The chart is not designed to give all words necessary at a given point in a child's life but can serve as a minimum knowledge of needed words and sentence structures. Using the chart begin with Level I and check the child's understanding of the words on that level. If you are teaching a class with many children on a depressed language level, plan to expose these words continually. To reinforce attention and to bring these words up to the expressive level, the child is encouraged to echo as you say the words.

A format has been devised which consistently teaches the child all types of words as he learns the names of people and things. Using this format and the words on the chart you can develop a useful expressive vocabulary for the child including all parts of speech.

GENERAL DIRECTIONS FOR LANGUAGE FORMAT

These formats are designed to make the child more aware of his world and to systematically help build vocabulary to cope with the world. The questions you will ask about objects are designed to identify the properties of the object, color, number, size, weight, function, composition, detail, name, title.

Add any other questions you wish which are not mentioned. Try to ask all of the questions which are applicable to the object involved before new questions are asked. You are trying to build a framework to help these children express themselves with more confidence and fluency.

Use the individual objects in the box, pictures in picture books and on charts, or other objects around the room such as desks, books, plants, etc.

Always help the child if he has any trouble, supply words for example and let him repeat them.

LANGUAGE FORMAT FOR OBJECTS

1. What is this called? (noun)
2. What else could it be called? (noun and pronoun)
3. What color is it? (adjective)
4. Who could it belong to? (possessive)
5. What shape is it? (noun, adjective)
6. What do we use a _____ for? (verb)
7. What is it made of? (noun)
8. What would it be made of if it were the real thing? (noun)
9. How many _____ are there? (referring to parts)(noun, adjective)
10. Who uses this? (noun)
11. What is bigger than this? (noun, comparative)
12. What is smaller than this? (noun, comparative)
13. Would it cost a lot? (noun)
14. Would it cost more than a candy bar? -- less? (adverb)
15. Is it heavy? (adverb)
16. What is heavier than this? (adverbs, comparative)
17. What is lighter than this? (adverb, comparative)
18. What do we use with this when we use it? (noun)
19. How many of these do we use when we use it? (adjective)
20. Is it useful? (adjective)
21. Is it beautiful? (adjective)
22. Is it ugly? (adjective)
23. Where is this? (Place over or under or on the box. Use spatial words suggested.) (preposition)

LANGUAGE FORMAT - PEOPLE OR ANIMALS

1. Who is this? (noun) What is this? (noun)
2. What else could they be? (noun)
3. What color is their hair, dress, shoes, etc.? (adjective)
4. What shape is he, fat, skinny, tall, short? (adjective)
5. How does he help us? (verb)
6. What does he use to help us? (noun)
7. Where is he? (noun, preposition)
8. Could he or she be a mother or a father? (noun, pronoun)
9. Could he or she be a grandmother or grandfather? (noun, pronoun)
10. What is he doing? (verb, adverb)
11. Is he on, beside, between, etc., the house or school or desk etc.? (preposition, noun)
12. Is he bigger than an elephant? (use many objects and animals for comparison.) (adjective, comparative)
13. How is he standing, sitting, walking, etc.? (verb, adverb)

To check how well the child is building the framework for expression, ask him the following question and check to see how many of the following points they mention as they describe the object, person or animal:

"Tell me all about this." Then ask yourself, did he mention:

name_____	age_____
use _____	composition_____
color_____	part_____
person using_____	number_____
pronoun_____	description_____
comparison_____	where_____

You are developing primarily nouns, adjectives, and verbs with the overall kindergarten themes and the object, people, and animal formats. Use the language outline suggested to help with the English vocabulary poverty found in the two-language child and the child with auditory perception problems.

In order to develop a knowledge of prepositions dealing with space, encourage the child to move through the words with his own body and manipulate objects themselves. Activities which can help the children develop the spatial preposition are as follows:

1. Use the activities suggested on the obstacle course in the motor development chapter of this book. Use the preposition with each activity. Let the child who does not understand these spatial words begin the following activities:

   a. Walk on, beside, around, in, etc. the circle, the triangle, etc., on the floor.

   b. Crawl (in, out, through, the circle, square, etc., on the form box.

   c. Lay on, walk around, sit in front of, the rug.

   d. Walk on, beside, around, etc., the balance beam.

   e. Hit the ball to me, on the green, between the green and yellow stripes.

2. Use a box of cuisenaire rods. Use the spatial prepositions.

   a. Put the red rod <u>on</u> the blue rod.

   b. Put a yellow rod <u>between</u> two red ones.

   c. Put a green rod <u>under</u> a purple one.

   d. Put two black rods <u>over</u> two orange ones.

   e. Put all the brown cubes <u>inside</u> the box.

3. Stand the child in front of a mirror. Use the spatial prepositions.

   a. Put your hand over your head, under your chin, over your ear, above your eye, between your eyes, etc.

   b. Place your finger in your hair, on your nose, beside your shoulder, against your ear, etc.

above
across
after
along
around
atop

back
before
beginning
behind
below
beneath
beside
between
bottom
by
close
down

end
far
first
from
front
high

in
inside
into

last
left

low

middle

near
next

on
out
outside
over

right
second
side
third
to
top

under
up
with
within
without

To teach verbs and adverbs depend when possible on moving through those verbs and adverbs. Take the child to a large empty room or outdoors. The child should perform the activity literally or pantomime it. Give the verbal direction first and then add different adverbs. If the child cannot respond after verbal directions, give a motor direction also. Show him how to run or leap or gallop etc. Say the word as you show the action. Direct the child in the following kind of activities using many verbs and adverbs:

a. Run. Run quickly. Run slowly.

b. Walk. Walk stiffly. Walk loosely.

c. Talk. Talk softly. Talk loudly.

d. Cook. Cook carefully. Cook -- .

e. Paint. Paint beautifully. Paint -- .

f. March. March proudly. March sadly.

g. Look. Look closely. Look carefully.

Add as many verbs as possible. Demonstrate as much as is necessary for understanding. The child should tell you what he is doing. I run. I am running. I am running quickly. I am running slowly.

To teach possessives and pronouns you need at least three children in a group. It is even better to have more than three.

Ask the children to bring a toy one day. Name it toy day. Place all the toys in full view of the children. Use the questions from the language format for objects to begin asking questions about the toys.

Then to elicit pronouns and possessives, use this series of questions, helping with answers for the children to echo when necessary.

1. Who does this belong to? (me - mine - Suzie's - Jim's)

2. Who wants it? (I do. She does. He does.)

3. Do you want it? (I do. We do. Sam does.)

4. Who has one like it? (I do. She does. Sam's is like it.)

5. Does it belong to Jo -- Susan? (his, her's Jo's, Susan's)

6. Do we all have toys? (we, they, their, our, ours, theirs)

Whenever a child answers a question well with correct possessives and pronouns, other children should echo the correct words and sentences. If the children continually answer with only words, you make sentences for the children to echo.

In order to help the child who has not built an automatic use of tense and syntax, the child must operate over and over again on a receptive level, hearing and echoing again and again. If the child has not had a daily acquaintance with the complexities of English plurals and inflexional endings, he must hear them over and over in order to make them automatic on a receptive level in order to make them automatic as he moves to an expressive level.

English syntax can be depended on more than English plurals and inflexions. Usually verb follows subject. Adjectives and articles appear in front of nouns. Adverbs appear after verbs.

Children with English as their first language, even those with wide dialectical variations, will have a syntax in common. However, children with auditory acuity and perception problems and children whose first language is other than English will not be sure and automatic in syntax.

In Spanish and Cherokee speaking homes, they will expect adjectives to follow nouns. Cherokees would expect no articles.

In order to build in this automatic English, all the following activities have listening and echoing to precede true expression. This is the sequence followed by an infant as he first becomes acquainted with his language. The following activities are all for listening and echoing:

1. This is especially good in a one to one. Use well-known poems in this way. Read the poems as a unit first. Then repeat lines one at a time as the children echo them. Choose poems which have examples of SVO syntax. This supplies rhythm to reinforce the automatic use of syntax, plurals, and inflexional endings.

	S	V	O
Stimulus -	Isabel, Isabel	met	a bear.
Response -	(Isabel, Isabel	met	a bear.)
	S	V	O
	Isabel, Isabel	didn't	care.
	(Isabel, Isabel	didn't	care.)

"Isabel" by Ogden Nash

"The Buccaneer"	Nancy Byrd Turner
"The Hairy Dog"	Herbert Acquitle
"I Love Little Pussy"	Jane Taylor
"Mrs. Peck-Pigeon"	Eleanor Farjeon
"Mice"	Rose Fyleman
"The Little Turtle"	Vachel Lindsay
"Good Morning"	Muriel Sipe
"Jump or Jiggle" (subject verb)	Evelyn Beyer
"This Little Pig"	Mother Goose
"The Picnic"	Dorothy Aldis
"Happiness"	A. A. Milne
"Fairies"	Hilda Conkling
"The Goblin"	Rose Fyleman

2. Use simple sentences, subject-verb-object. Say them and let the group echo them as a group slowly add articles, adjectives, adverbs, and prepositional phrases. Vary tenses and plurals. Make the activity lots of fun by using silly sentences. Vary the same basic sentence. A group of sentences which can be used for echoing can be obtained from the High Challenge office. They are all basically simple sentences adding modifiers and changing tenses.

Joe goes home.
Joe went home.
Joe will go home.
Skinny Joe will go home.
Happy Joe can go to his home.
Joe goes away from his happy house.

Some children can only repeat three or four words. Therefore, you will have to use only sentences of that length.

3. Use the Tok Bak which is on the list of materials included at the end of the chapter. Say the suggested sentences. The child echoes it. The auditory reinforcement is especially strong because the sound is diverted directly into the ear.

4. Use a tape recorder. Say and echo a complete set of sentences, the simple sentence and its variations. Then rewind and play it back for the child.

For these children with large gaps in language development, a sequenced and structured approach needs to be used. But never make this work frustrating or tension building. Keep the lessons short and pleasant. Think of sentences as sound and rhythm at first when working one to one. When the children move into the class grouping, they are expected to work and play with language as meaning. Often they are unable to do this. Help them in the ways suggested by thinking of language in its essential parts to build a fluent automatic reaction to the complexities of all aspects of English.

If you are making little or no progress with the preceding activities, the child should be referred to Level II testing for the Illinois Test of Psycholinguistic Ability. This will give you an accurate view of the place language is breaking down. There is a self-prescribing test with a book of prescriptions, Aides to Psycholinguistic Teaching; also there are handout sheets from the "High Challenge" office designed especially for the primary child. Use these resources to develop a final prescription for the development of standard English abilities.

Language reception and expression can be developed by finding the level at which a child can answer simple questions. An infant begins his questions answering with yes or no or some indication of this, such as a shake of the head.

Use many fact and feeling questions which can be answered by yes or no or a head shake to help develop receptive language.

1. Is your name Sally?
2. Have you got three legs?
3. Is your hand in your lap?
4. Is it cold outside?

On an expressive level these questions are changed to encourage the child to use words from his own experience.

1. What is your name?
2. How many legs do you have?
3. Where is your hand?
4. What is it like outside?

Think of this as a language experience approach with the addition of individually arranged structure and sequence. The children will grow in language and ultimately their reading will mean more to them than just words.

Language materials which can be used:

Language Formats
Suggested Themes in Kindergarten: An Intuitive Approach
Number Sequence Chart
Nuffield Mathematics Materials
I.T.P.A. Handout Sheets
Body Concept Analogies

JOE -- REPRISE WITH VARIATIONS

Now let's look again at Joe, the special five year old whose school day was described in the introduction.

His teacher has looked at Joe very carefully both subjectively (classroom observation) and objectively (standardized tests) and knows how to arrange his days to make a happy learning production of his golden year.

By observing his daily behavior, Mr. Brown is aware that:

1. Joe is definitely hyperactive and distractible.
2. Joe has motor development problems.
3. Joe is unable to listen to the teacher when any other activity is around.
4. Joe's visual development seems to be causing trouble.
5. Joe has well developed language ability and expresses himself often and well.

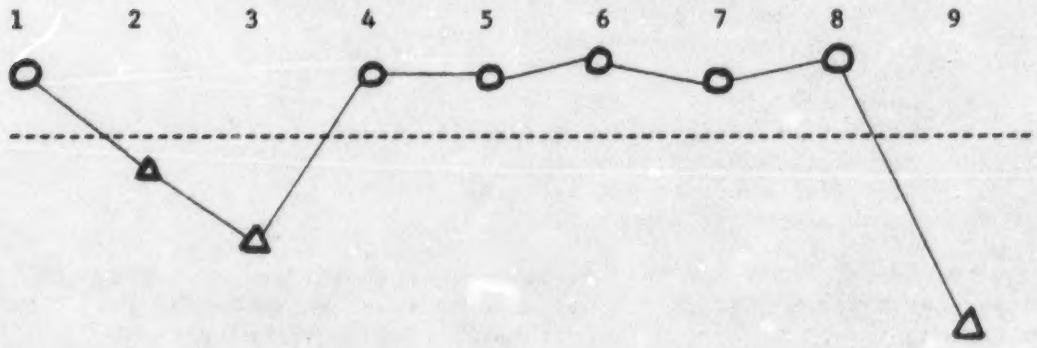
Luckily, Mr. Brown received the results of The Sprigle Test early, within the first month and a half of the start of school. It reinforced his subjective evaluation:

1. On tests of visual ability, Joe scored low to very low.
2. On tests of visual motor and motor, Joe scored very low.
3. On tests of language, Joe scored high to very high.
4. On body image, his score was about average.

Here is a profile for Joe. The dotted line is average. Notice that his scores are widely varied. This is highly characteristic of the special children this supplementary handbook was written to help, very able in some areas, needing definite help in other areas.

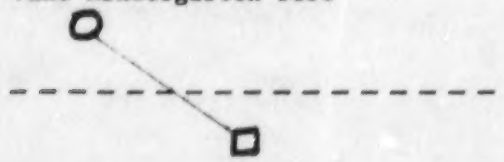
□ indicates a motor score.
△ indicates a visual score.
○ indicates an auditory or language score.

SPRIGLE SCHOOL READINESS SCREENING TEST



On all areas which indicate visual ability, Joe is below the mean. On all areas which indicate motor and visual motor ability, Joe is below the mean. On all areas which indicate language ability, Joe is above the mean. His draw-a-man is right on the mean.

Vane Kindergarten Test



Gross Motor Observation

Draw-A-Man

When Joe's teacher checked the Activity Inventory for those areas in which Joe indicated he had problems, it was discovered that Joe could not:

1. Completely dress himself, button coat.
2. Identify left and right.
3. Hop on left foot.
4. Skip.
5. Cut with scissors.
6. Use a crayon or pencil.
7. Tie a shoe.
8. Copy a circle.
9. Point to missing parts of familiar items.
10. Finish incomplete designs.
11. Copy simple dot-to-dot patterns.
12. Match according to position.

Mr. Brown, Joe's teacher, feels that he knows Joe well enough now to arrange his day just to fit him. Joe arrives at school by 8:15. His mother has agreed to have him there early because the results of

observation and testing have been explained completely. Joe's parents know that everyone wants the best for Joe and since motor development is one of the areas in which he needs help, he arrives at school early in order to receive that help.

Joe's partner is Sam. Sam is shy and enjoys the verbal acrobat who is our Joe. In fact, Sam is talking more and with more fluency due to his association with Joe. Sam handles the motor tasks somewhat better than Joe and so the two make an excellent pair.

All the points on the motor obstacle sequence have been explained and demonstrated by Mr. Brown. He has older students at each point on the sequence to watch and direct, but most of the activity is a Joe/Sam collaboration.

When Joe has completed the obstacle sequence, he and his partner quietly sit down to be ready for his day. He sits down in the place prescribed for him, front and side. Front to help limit distractibility and side to allow him some chance to move without bothering other children.

Joe chews gum until class starts. This is his quiet food. It seems to allow him to wait quietly without demolishing his day before it begins.

During flag salute Joe is the leader. On days when he is not the leader, he is standing close to the leader. During early morning discussion, he is sitting close enough to his teacher to allow Mr. Brown to touch Joe's shoulder or look directly into Joe's eyes when Joe's attention begins to waver.

As work time begins Joe and Sam take their turn at the chalkboard. They have learned the entire list of chalkboard activities and now they choose a different activity each day. They both know about their midline and are careful to cross it well.

When Joe finishes his visual motor development at the chalkboard, he says goodbye to Sam and heads to his work time activity choice. Yesterday his activity involved matching by shape and position. Since this is a troublesome area for Joe, a volunteer aide worked with him during the entire period; but today he works with some scrumptious picture poem books with matching auditory tapes, his number one very most favorite activity. He loves it so much he has learned to set up the whole operation, place the casette in position and turn it on, a difficult task for a child with Joe's motor problems.

He settles down to a marvelous thirty minutes, softly rhyming along with the tapes.

When Mr. Brown is ready for work period to end, he warns Joe that work time is almost over. Then he plays a tune on the piano to alert the class. Again he walks over and cups Joe's chin to <u>tell</u> him that work period is over and that he must put away his equipment.

Now it is quiet time. The children lay down to rest. Joe is placed far enough away that even his extended arms or legs cannot touch another child. Mr. Brown walks around and quietly pats Joe from time to time. This helps Joe to remain at least somewhat calm and quiet during this time.

Quiet time is over. Now it is time for music, rhythms, and games. Today is rhythm day. Mr. Brown knows that Joe is clumsy. He knows that he cannot skip or hop on his left foot. Therefore, if Joe does trip, he will not call attention to it but will just move the other children away a bit to give Joe more room. When the children are expected to march or run or walk to the music Joe is allowed to hum or sing along. This gives Joe a strong auditory reinforcement for rhythm and reduces the distraction of background noises. Mr. Brown holds Joe's hand and helps him skip during the one song that demands skipping. It seems to help. Joe has taken part in the whole rhythm period. It was even fun, where before it had been troublesome and sometimes even humiliating. This time Mr. Brown had managed so well Joe never had to cover up because he was ashamed.

Storytime - the second high point of the day. Mr. Brown knows that Joe loves stories, that Joe loves anything having to do with words. So Mr. Brown is particularly careful not to let Joe miss it. Joe sits in a place to allow body shifting, but close to the teacher to allow eye and hand contact.

Joe listens to the story, <u>The 500 Hats of Bartholemew Cubbins</u>, "...it just 'happened to happen' and was not very likely to happen again".

Mr. Brown asks the class to close their eyes and remember the story. Then the children take turns telling the story back again to practice retrieving story sequence. Joe is the last one. His attention started to waver a couple of times but Mr. Brown touched his nose once and his chin once, then caught his eyes and brought back his attention. With Mr. Brown's help Joe knew exactly where to start his part of the story and how to bring it to a close, "...never going to happen again".

Joe has had a wonderful morning. He received motor help and visual motor help and he enjoyed every minute. His teacher has planned his day so carefully and paced it so well that Joe has wasted very few precious minutes in school.

During each week his work periods have varied from those for development of deficits to those which enjoyably reinforce skills in which Joe is already proficient. He is allowed to make choices, but within those choices he must include at least two work periods a week learning to "see" with more meaning.

Joe deserves this help. To arrange his day and the special days for other special children a teacher must spend planning time. However, if the plans are well founded and if the children and aides learn their responsibilities well, it becomes less and less taxing for the teacher.

Set up Joe's program or Sally's program, watch and teach them very carefully at first, but then turn the implementation over to them while you remain in the background to monitor and check on progress.

Above all, let these techniques be a supplement for children who need help. Keep even the highly-structured activities on a play level. Help the child attend to the activities but never continue if too much tension seems to be building up.

Children do enjoy the developmental activities described. They enjoy working with and directing each other. The children like Joe who do have a "different" visual perceptual view or auditory perceptual view will enjoy beginning to "see" and "hear" in a consistent meaningful way.

Take care of Joe, help him early, and ultimately he can acquire the skills to take care of and help himself.

TESTS ON FLOW CHARTS

Dunn, Lloyd M. Peabody Picture Vocabulary Test. Circle Pines, 1959.

Frostig, Marianne, D. Welty Lefever and John R. B. Whittlesey. Developmental Test of Visual Perception. Pala Alto,

Gainsworth, Peter K. and Marian L. Sigueland. Early Identification of Children with Learning Disabilities: The Meeting Street School Screening Test. Providence, 1969.

Kirk, Samuel A., James J. McCarthy, and Winifred D. Kirk. Illinois Test of Psycholinguistic Ability. Urbana, 1968.

Landsman, Myril and Harry Dillard. Evanston Early Identification Scale. Chicago, 1967.

McCullough, Constance M. and David H. Russell. Ginn Pre-Reading Test. Boston, 1961.

Prentice, Jean. Activity Inventory. University City, Missouri, 1967.

Roach, Eugene G. and N. C. Kephart. The Purdue Perceptual-Motor Survey. Columbus, 1966.

Sprigle, Herbert A. Sprigle School Readiness Screening Test. Jacksonville, 1965.

Valett, Robert E. A Psychoeducational Inventory of Learning Abilities. Palo Alto, 1968.

Vane, Julia R. Vane Kindergarten Test. Brandon, 1968.

BIBLIOGRAPHY

Arbuthnot, May Hill, ed. Time For Poetry. Scott, Foresman, Chicago, 1951.

Brooks, Nelson, Language and Language Learning. Harcourt, Brace, and World, New York, 1964.

Flavell, J. H., The Developmental Psychology of Jean Piaget. D. Van Nostrand, Princeton, New Jersey, 1963.

Geisel, Theodore Seuss, The 500 Hats of Bartholomew Cubbins. Vanguard Press, Eu Claire, Wisconsin, 1938.

Gesell, Arnold, The First Five Years of Life. Harper and Brothers, New York, 1940.

Kephart, Newell C., The Slow Learner in the Classroom. Charles E. Merrill, Columbus, 1960.